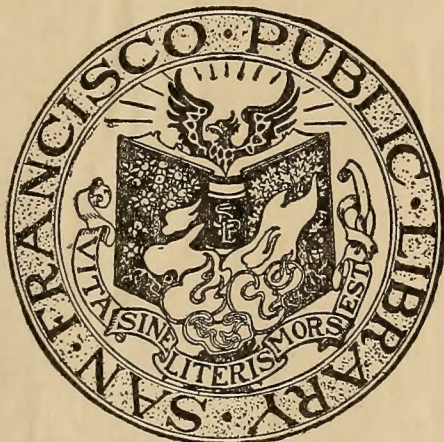


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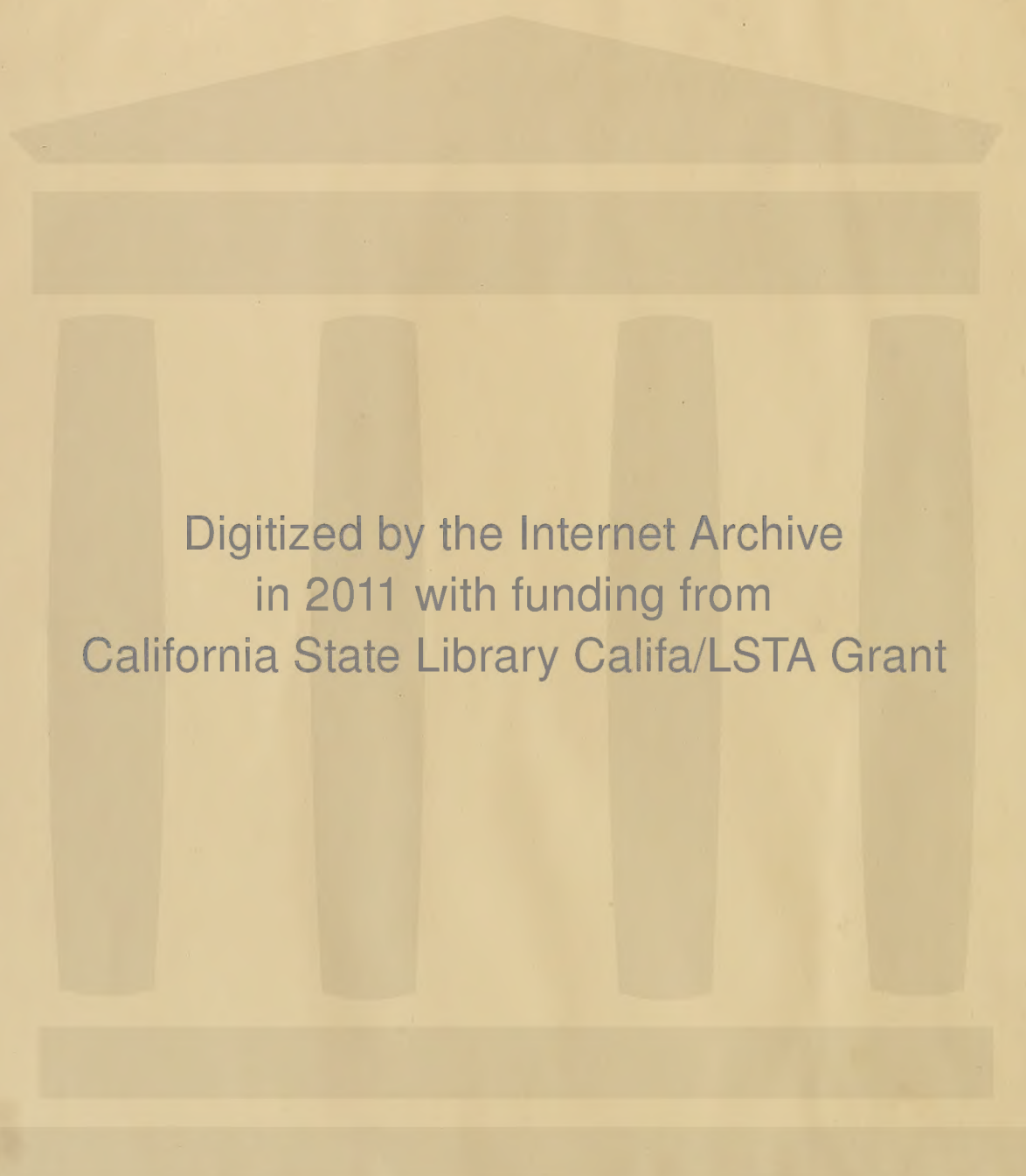
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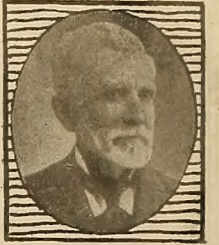
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THE
WESTERN JOURNAL
of EDUCATION



W. J. P. 1926

JANUARY, 1926

LINCOLN

He was the North, the South, the East, the West,
The thrall, the martyr, all of us in one;
There was no section that he held the best;
His love alone as impartial as the sun;
And so revenge appealed to him in vain,
He smiled at it, as at a thing forlorn,
And gently put it from him, rose and stood
A moment's space in pain;
Remembering the prairies and the corn
And the glad voices of the field and wood.

And then when Peace set wing upon the wind,
And northward flying fanned the clouds away,
He passed as martyrs passed. Ah, who shall find
The chord to sound the pathos of that day?
Mid-April blowing sweet across the land,
New bloom of freedom opening to the world,
Loud paeans of the homeward looking host,
The salutations grand
From grimy guns, the tattered flags unfurled;
But he must sleep to all the glory lost!

—Maurice Thompson.

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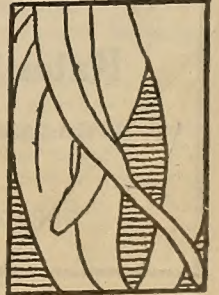
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RUTH THOMPSON, Assistant Editor.

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ABRAHAM LINCOLN

Wise as the sage, he built his humble life;
Strong as the oak; as tender as the vine;
Robust in truth; a lover of his kind;
Sad with its woes; he laughed at toil and strife!

He broke the bars of caste, and class, and birth;
With measured step he climbed the dizzy heights;
And, like the Christ, he championed human rights;
He lived and died for those of lesser worth!

When men would cleave America in twain,
He stayed their hands! He stanch'd the nation's wound!
Old Glory floats above re-hallowed ground,
Washed clean and pure from slavery's tragic stain!

He played his part full well on life's wide stage;
Our country's hero, born to pain and strife;
Struck down in death, he entered into Life,
The best beloved man of any age!

His long, lean form has gone back to the clod;
He sleeps beneath the soil he loved so well;
His name around the earth rings like a bell,
To call the medley races back to God.

A friend of men; all men love him as friend.
He saved the Land of Freedom from its curse!
Stone, bronze, and gold, his teachings will rehearse!
Rest, rest, in peace, Great Heart, till time shall end!

—W. W. Riley, Weaverville, Calif.
From "Where Western Breezes Blow."

HOW THE WASHINGTON PROGRAM WAS PLANNED*

BY RUTH THOMPSON

TIME: Evening.

PLACE: Living room of John's home. Door is at left of room.

PROPERTIES: Several chairs, a table, books, sewing materials, door bell, picture on wall.

CHARACTERS:

John, a school boy.

John's mother.

Marian, a school girl.

Alfred, a school boy.

Thirteen other school boys and girls.

The scene opens showing John, sitting at a table in the living room, trying to study his lessons for the next day. His mother sits near him, sewing.

JOHN, rubbing his head and closing a book impatiently: Oh, Mother, it seems to me that I'll never in the wide world learn this poem.

MOTHER, looking up from her sewing: What poem is it, dear?

JOHN: I'll read a part of it to you so you'll get the idea. You know tomorrow's Washington's Birthday and the teacher has asked each one of us to observe the day by doing something that we have thought of ourselves. I thought a poem would be the easiest and I'm trying to learn this. *Reads in sing-song manner:*

"Seventeen hundred and thirty-two
Gave birth to Washington;
This was fifty years before
Independence here was won.

"For in seventeen-hundred and eighty-three
The treaty of peace was signed,
And the plans for this were mostly
In our brilliant hero's mind.

"Some in war show forth their skill,
But in peace have not a place;
Another in peace secures renown,
But in war shows not his face.

"Washington combined the two;
He showed it time and again,
First in war and first in peace,
And first in the hearts of his countrymen."

And so it goes on—and if I didn't know two verses already I believe I'd choose another poem. *Scratches head impatiently.* Too many dates for me to remember.

MOTHER: What are the other boys and girls going to do?

JOHN: I don't know, Mother. You see, I've left my work until the last minute and now I have to get it done. After this I'm going to try to get my work done on time and not have to worry about it.

MOTHER: That is the right conclusion to come to, John. You know that George Washington himself said, "System in all things should be aimed at."

* The number of children may be reduced or increased by using fewer or more rules of conduct. If more "rules" are needed and they cannot be found in library, The Western Journal of Education will forward them upon request.

JOHN: Did you ever learn a poem to recite on Washington's Birthday, Mother?

MOTHER, laughing: Yes, indeed! I remember one that I learned years ago, very well.

JOHN: Do repeat it, Mother. Maybe I'll learn it instead of this poem after all.

MOTHER, laying aside her sewing and rocking back and forth:

"He had a hatchet, little George,
A hatchet bright and new,
And sharp enough to cut a stick,
A little stick in two.

"He hacked and whacked and whacked and hacked,
This sturdy little man;
He hacked a log and hacked a fence
As round about he ran.

"He hacked his father's cherry tree
And made an ugly spot.
The bark was soft, the hatchet sharp,
And little George forgot.

"You know the rest. The father frowned
And asked the reason why;
You know the good old story runs,
He could not tell a lie.

"The boy that chopped that cherry tree
Soon grew to be a youth;
At work and books he hacked away
And still he told the truth.

"The youth became a famous man
Above six feet in height,
And when he had good work to do
He hacked with all his might.

"He fought the armies that the king
Had sent across the sea;
He battled up and down the land
To set his country free.

"For seven long years he hacked and whacked
With all his might and main,
Until the British sailed away
And did not come again."

JOHN: Oh, that's a dandy, Mother! *Mother picks up her sewing and begins to work again. Door bell rings.*

JOHN: There's the door bell. Oh, dear, now I never WILL get anything done.

MOTHER, lays aside work and starts to the door: You stay right where you are and learn your poem and I'll answer the bell and try to keep things quiet. I really hope this will be a lesson to you, Son, to get your work done on time after this.

Mother opens door as John resumes his study and is heard to repeat again and again:

"Some in war show forth their skill,
But in peace have not a place"—

Mother remains at door whispering to some one. In a moment she turns and looks at John. Then smiles, opens the door wider to admit fifteen boys and girls who file quietly in. They stand in a row. John looks up astonished as he sees his schoolmates. Mother quietly seats herself again and takes up her sewing.

JOHN: Well—welcome to my happy home! What on earth are you all doing here?

MARIAN, the largest girl, steps in front of John: We were trying to think out a program for Washington's Birthday and when we decided upon one we came here to have you join us, if you wish.

JOHN, shoves aside his book from which he has been trying to learn the verses; smiles: Oh, that's great! What do you want me to do?

MARIAN: You know when Washington was a school boy he had a book called "Rules of Conduct". It was said to have come from a French book on behavior. Well, young George copied more than one hundred of these rules of conduct into a book of his own and then he tried to live up to these rules.

JOHN: No wonder the Father of His Country was such a good man!

MARIAN: I found a copy of those rules of conduct in the library and I thought that for our program we might each learn one rule and recite it.

JOHN: Great! That certainly goes ahead of trying to learn a long poem you're not interested in!

MOTHER: I think, dear, that you will probably remember the one rule all your life, while the poem may not stay with you unless you recite it often. Besides, you can each one of you try to live up to your rule.

MARIAN, smiling: That is just what we thought!

ALFRED, stepping out from the group: We are going to begin with the salute to the Flag. Let's do it now. Pretend that picture is the Flag. Are you all ready?

John and his mother rise, all take the proper position and repeat together:

ALL: I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands—one Nation indivisible, with Liberty and Justice for all."

ALFRED: I think we should sing a patriotic song.

MARIAN: Let's sing "O Columbia, the Gem of the Ocean" now, and then at the close of the program we'll sing "America".

ALL, enthusiastically: Yes, yes! Mother and John stand. All sing "O Columbia, the Gem of the Ocean."

ALFRED: Here are some of the rules, John. You may choose yours. Hands book to John, who takes it and studies it earnestly.

MARIAN: Now let's say our "rules" in order. You are at the head of the line, so you begin, will you, Alfred?

ALFRED: When a man does all he can, though it succeeds not well, blame not him that did it.

MARIAN: Use no reproachful language against anyone, neither curse nor revile.

OTHER THIRTEEN CHILDREN IN ORDER REPEAT IN TURN the following:

FIRST CHILD: Associate yourself with men of good quality, if you esteem your own reputation; for it is better to be alone than in bad company.

SECOND CHILD: Be courteous to all, but intimate with few.

THIRD CHILD: Whatever is done should be well done.

FOURTH CHILD: Men are too apt to be swayed by local prejudices.

FIFTH CHILD: Be not curious to know the affairs of others, neither approach to those that speak in private.

SIXTH CHILD: Be not apt to relate news if you know not the truth thereof.

SEVENTH CHILD: Undertake not what you cannot perform, but be careful to keep your promise.

EIGHTH CHILD: The cause of America and liberty is the cause of every virtuous American citizen, whatever may be his religion or descent.

NINTH CHILD: Do not conceive that fine clothes make fine men any more than fine feathers make fine birds.

TENTH CHILD: Success will crown our efforts, if we firmly and resolutely determine to conquer or to die.

ELEVENTH CHILD: Let your heart feel for the afflictions and distresses of everyone, and let your hand give in proportion to your wealth.

TWELFTH CHILD: Rise early, that by habit it may become familiar, agreeable, healthy and profitable. It may for a while be irksome to do this, but that will wear off and the practice will produce a rich harvest forever thereafter, whether in public or private walks of life.

THIRTEENTH CHILD: Happiness depends more upon the internal frame of a person's mind than on the externals in the world.

MOTHER: How interesting all of those rules are and how quaintly the ideas are expressed!

ALFRED: Yes, we like the sayings very much and we are sure our teacher will. Now, John, which one do you choose?

JOHN: Oh, here is one that I like and I shall use it on Washington's Birthday as well as every other day of my life. John rises, lays the book on the table and faces the group as he says dramatically: The love of my country will be the ruling influence of my life!

ALL: Good, John! Great!

MARION: Now we shall sing "America". All standing sing "America".

CURTAIN

STUDYING LINCOLN

(Have the pupils study from their history or a reader, the life of Abraham Lincoln and then copy and fill in the following blanks. Urge the pupils to elaborate and have some of the compositions read.)

Abraham Lincoln was born in the state of....., in the year..... When he was seven years old his parents moved to..... Though he was so young Abraham was a great deal of help to his father. He..... A sad event of the boy's life was the death of his mother. Later Lincoln's father married and Lincoln's step-mother treated him..... Some of the facts that I remember of Lincoln's boyhood are..... When Lincoln was a young man he did a number of things to earn his living. Some of them were..... Some stories that are told of Lincoln's honesty and goodness are..... Abraham Lincoln was elected President of the United States in the year..... Some of the things that Lincoln accomplished are..... The story of his death is a sad one.....

CHOOSE FIVE OF THE FOLLOWING SAYINGS OF LINCOLN TO MEMORIZE

- When you can't remove an obstacle, plough around it.
* * *
Liberty is your birthright.
* * *
Hold on with a bull-dog grip.
* * *
I am nothing, but truth is everything.
* * *
Come what will, I will keep my faith with friend and foe.

(Continued on page 5, column 1)

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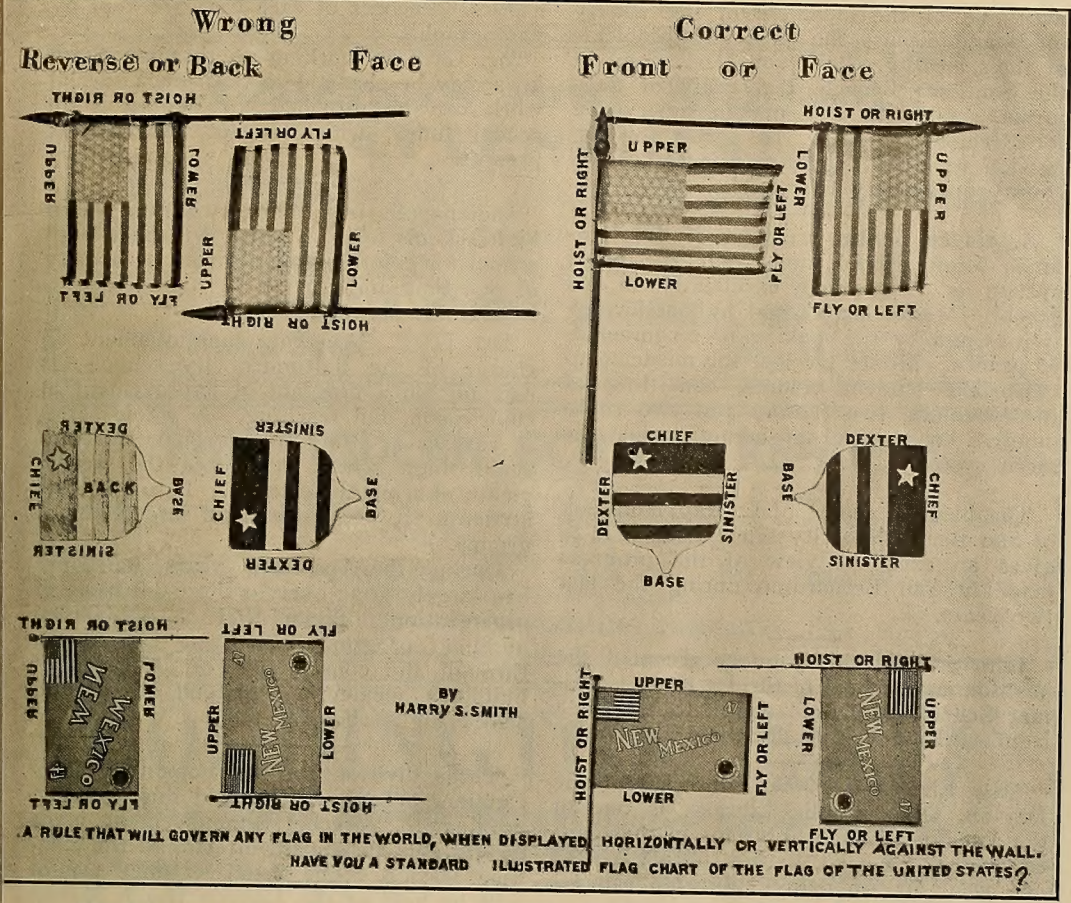
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(Continued from page 4, column 2)

I do not think much of a man who is not wiser today that he was yesterday.

It is better only sometimes to be right than at all times to be wrong.

Let us have faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it.

You must remember that some things legally right are not morally right.

Let none falter who thinks he is right.

No men living are more worthy to be trusted than those who toil up from poverty.

Be sure you put your feet in the right place and then stand firm.

When you have an elephant on hand and he wants to run away, better let him run.

I am not bound to win, but I am bound to be true.

The face of an old friend is like a ray of sunshine through dark and gloomy clouds.

*Send \$50 for this book to Harr Wagner Publishing Co., San Francisco.

Gold is good in its place; but living, brave and patriotic men are better than gold.

I must stand with anybody that stands right; stand with him while he is right, and part with him when he goes wrong.

My experience and observation have been that those who promise the most do the least.

He sticks through thick and thin. I admire such a man.

Learn the laws and obey them.

Killing the dog does not cure the bite.

Stand fast to the Union and the old flag.

God must like common people or He would not have made so many.

No higher compliment was ever paid to a nation than the simple confidence, the fireside plainness, with which Mr. Lincoln always addressed himself to the reason of the American people. This was, indeed, a

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true democrat, who grounded himself on the assumption that a democracy can think. —James Russell Lowell.

He held his place—
Held the long purpose like a growing tree—
Held on through blame and faltered not at praise.
And when he fell in whirlwind, he went down
As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.
—Edwin Markham.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Superintendent W. L. Stephens of Long Beach, for the current school year, has started a curriculum review program of much magnitude. Director of Curriculum Emil Lange is in charge of the work. Mr. Lange has had seventeen years' experience as teacher, principal, superintendent, and head of departments of education in teachers' colleges. Mr. Lange is a graduate of the University of South Dakota; has taught in Minnesota, South Dakota and California. He came to Long Beach from the Southern State Normal School, Springfield, South Dakota, where he was head of the department of education and corrective training. Previously Mr. Lange had taught in the Edison Junior High School, Long Beach.

The method Long Beach has adopted in her curriculum program is to put the writing of the original draft or fundamental course into the hands of persons with a wider view. They will unite in consultation with experts, turn their work over for trial and criticism to teacher committees, and act in an editorial capacity when the committees have completed their work.

In accordance with this idea a curriculum revision cabinet has been formed of the following people: Emil Lange, director of curriculum; L. Thomas Hopkins, University of Colorado, consultant; Ernest P. Branson, director of research; Elga M. Shearer, director of elementary instruction.

Writers of first drafts for the school year are: Grades 4 to 6—Miss Elga M. Shearer, elementary supervisor, junior high schools; Mr. Emil Lange, director of curriculum, senior high school; Miss Marie Maples Preston, head of English department; Leonard G. Nattkemper, head of Speech department; Charles F. Seymour, head of social science department.

Under the direction of Forrest V. Routh, superintendent of Alhambra city schools, Alhambra had an exceptionally fine institute in conjunction with the meeting of the Southern Section, California Teachers' Association.

Miss Minnie Howell has been appointed assistant to Miss Elga M. Shearer, supervisor of primary grades of the Long Beach schools. Miss Howell takes the position coming from a principalship in the same system. Miss Howell is a graduate of the University of Wisconsin and has done teacher training work in the State Teachers' College at Winona.

Since September Mark R. Jacobs, district superintendent of Montebello city schools, has had his high school in the magnificent new high school building. The building has a spaciousness that is pleasing. The laboratory rooms—combination for both experiments and recitation—are large and are proving a great success. Two and a half acres have been added to the campus, which is being landscaped and made ready for outside activities. Montebello city school children now number 2100.

Ira C. Landis, superintendent of Riverside County schools, has organized his county into eight conference groups. The

teachers of each group once a month meet with one of the members of the county office and discuss the particular problems of their locality. Professor H. L. Eby of the Southern Branch, University of California, acts as an advisory in supervision for Riverside County. He meets for discussion with the supervising forces of the county once every two weeks.

A. Haven Smith, principal of the Redlands High School, finds that the merit system is functioning excellently in his school. Merits are earned by outside activities and by the making of recommended grades. Merits are lost for misdemeanors. The student council, consisting of three seniors, two juniors and two sophomores, has control of administering the merit system.

The biennial report of C. Ray Holbrook of San Bernardino city schools for 1923-25 gives an excellent view of the progress made in San Bernardino during the last two years.

John S. Reid this January accepted the position as principal of the La Mesa Grammar School. Mr. Reid comes to La Mesa from the Roosevelt High School San Diego.

Miss Electra C. Doren, librarian of the Dayton, Ohio, Public Library, is one of the foremost women librarians in the United States. A visit to her library shows one what an nth degree librarian can accomplish in her chosen line of work.

Miss Rosa Lee Hardy, assistant superintendent of schools, Washington, D. C., is an authority on reading. There is a possibility that she will edit a series of readers within a short time.

Henry W. Kind, superintendent of District No. 10 of the Philadelphia city schools, has charge of one of the largest areas in the Philadelphia system. Mr. Kind is head of the Philadelphia reading committee, and under his direction his committee has published an excellent monograph on reading, an exposition of the subject for the bringing of the best results in relation to Philadelphia conditions.

E. U. Graff, superintendent of Indianapolis, Indiana, city schools, considers the founding of a public school for crippled children in Indianapolis one of outstanding features of the current year.

This unit was made possible by the Indianapolis Foundation, which pays the excess over the regular cost of running the school. The school started with forty pupils. The plan is to enlarge the institution until the school system will care for all the crippled children in the city. Children attending now are brought to the school by bus.

Children before entering the school have a thorough physical diagnosis, either by their own physician or by the ones provided by the school.

The curriculum of the school is the same as that of the ordinary school, with this exception, that corrective therapy or corrective gymnastics are provided for. Excellent results are being secured. Most of the children suffer from paralysis. It has been found that over half of the paralysis

cases can be cured through corrective gymnastics. Records of each case are kept by photographs.

Mr. Graff is working so that the State laws may be changed so that much special work can be provided for out of State school funds, which is not the case at present.

Indianapolis is building two new senior high schools, one of which will be a high school for colored students with a capacity of one thousand.

Dr. D. E. Weglein, superintendent in charge of the Baltimore city schools, is carrying on a program of improvement of supervision and teaching. A whole series of courses of study from primary through senior high school is one of the largest pieces of work undertaken. Through tests students are being classified into X, Y, Z groups.

During the last four years Baltimore has largely gone over to the 6-3-3 basis of organization. Since 1921 a \$21,000,000 building program has been carried on through the construction of all types of buildings, elementary, platoon, junior and senior high schools.

Three divisions of the Pomona College Summer School will be held this year, according to a recent announcement made by William S. Ament, director of the summer session. The usual summer classes will be held at the Laguna Beach Marine Laboratory and extensive plans are being made for the school on the Claremont campus. In addition courses will also be given at the recently acquired mountain property located at Bluff Lake, near Big Bear Lake.

CALIFORNIA FLOWER EXHIBIT TO BE HELD

The California Spring Blossom and Wild Flower Association will hold its Fourth Annual Flower Show on April 7th and 8th in the auditorium of the new building of the Women's City Club of San Francisco, 465 Post street. The proceeds will go to swell the fund for planting a Shakespeare garden in Golden Gate Park.

There are offered prizes for cultivated flowers—bulbous plants, carnations, sweeties, delphiniums, irises, pansies, roses, wheat peas, and succulents—and for wild flowers. In the latter class there are several prizes for the schools at large and one especially for the best wild flower exhibit made by a school of Santa Clara County. All schools in the State are urged to take an interest, so as to make this flower show a great display of the floral treasures of California.

Miss Alice Eastwood, botanist of the California Academy of Sciences, is president of the association. She will name any plant, if it be sent to her at the California Academy of Sciences, Golden Gate Park, San Francisco.

For space in the flower show, write before April 1st to Miss Katherine Chandler, first vice-president and director of the 1926 Flower Show, 113 Duncan street, San Francisco. Miss Chandler is one of the founders of the association and is the author of "As California Wild Flowers Grow" and "Wild Flowers Children Love."

EDITORIAL NOTES

By Harr Wagner

Vaughn MacCaughy, associate editor of the *Sierra Educational News*, has an interesting contribution in the January N. E. A. Journal on "Sabbatical Leave for Teachers."

The California State Department of Education has issued a number of documents which are of special service to the public. "The School Law of California, 1925," contains all the laws relating to education, including extracts from the constitution, a list of educational officials, rules of the State Board of Education and a complete index to school laws, various documents relating to certification, administration, etc. The most recent is a list of junior and senior high schools, with the name of each principal and the amount of salary paid.

Col. E. Hofer, the editor and publisher of "The Lariat," a unique and interesting magazine devoted to the poetry of the land, "where men are men, etc.," has recently written for the *Christian Science Monitor* a half-page article on the educational work of the junior college, the high school and the junior high school of San Mateo and Burlingame, under the direction of the efficient principal, W. L. Glascock. Emphasis is placed on the special work in vocational and avocational educational activities of the school. The article was published in the *Oregon Statesmen* of Salem, Oregon, also.

Superintendent Mark Keppel, in the December *Sierra Educational News*, has an article on "What Constitutional Amendment 16 Has Done for the Schools." This is a discussion of a measure that has been in operation for five years. The results show that the adoption of this law was an outstanding achievement of the educational leaders of California, and it will continue to furnish the children and teachers the ample working capital for California's greatest industry—the public schools.

The California Schoolmasters' Club held its quarterly meeting at the Hotel Whitcomb Saturday evening, January 9th. B. X. Tucker of the Richmond High School presided. F. C. Shallenberger, A. J. Cloud and S. B. Wilson presented "As Others See Us," and Mr. Cray of the Mercantile Trust Company spoke on the commercial world and the public schools. I. C. Hatch is secretary.

Superintendent Joseph Marr Gwinn of San Francisco recommended and the Board of Education confirmed the appointment of three new deputy superintendents of schools—Mrs. Mary M. Fitzgerald, Mr. W. C. Nolan and Mr. David Hardy. The appointment of Mrs. Fitzgerald comes as a recognition of splendid services not only to the San Francisco school department, but to the State at large. She served for many years as secretary of the C. T. A. in the days when the work was burdensome, and gratuitous, and when delegates paid their expenses out of slim salaries and contribution in addition to every budget for the promotion of professional standards and ethics. As a teacher, as a professor in the San Francisco Normal School, as a principal of the John Swett School,

San Francisco, and as a devoted and loyal supporter to educational standards, Mrs. Fitzgerald's promotion was deserved.

City Superintendent Charles C. Hughes of Sacramento has been re-elected for a four-year term at \$7200 per year. This is Superintendent Hughes' fifth appointment and thirteenth year of service. Superintendent Hughes' splendid administration along the lines of economic vision in the purchase of lands and building of school-houses and a progressive educational program has been no small part of Sacramento's wonderful growth as a home city. Mr. Hughes has recently inaugurated a movement for a two million dollar building program. His board of education recently purchased on his recommendation a sixty-acre site for junior college.

Mary F. Mooney, the director of library textbooks service in San Francisco, gave a vital message to teachers recently in the *Sierra Educational News* on the C. T. A. and N. E. A.

Superintendent Fred M. Hunter of Oakland gave an address on "The Constitutional Respect for Law" over KGO that was afterwards printed in the *Journal of Education* December 17, 1925.

A Remarkable Address

There are few really great addresses in these days of much speaking, but the address on "The School Burden," by Will C. Wood, State superintendent of California, is one of the great educational deliverances of recent times. It marshals the civic, industrial, domestic, social and religious problems, past and present, as has no one else, and he presents the passing of every problem that becomes a burden on to the public schools in a thrilling and convincing manner.

It is profound in its statesmanship, scientific in its scholarship, brilliant in its presentation. While school men and women are comforted by its wholesomeness the public needs it as a patriotic tonic. Whoever promotes the publicity of this professional and patriotic address will serve the country as well as the profession.—*Journal of Education*, December 17, 1925.

Edward Locher, chairman of the committee of resolutions of the Inyo County Institute, made special mention as follows of Superintendent Lawrence Chenoweth of Bakersfield and Dr. Franzen, the well-known educational expert, and of Superintendent Wood and Superintendent A. A. Brierly:

"Be it further resolved, That we are grateful to Mr. Chenoweth, county superintendent of Kern County, and to Dr. Franzen for the humor, wisdom, inspiration and information which they have brought to us. We will be better teachers because of their having been here.

"Whereas, our State superintendent of public instruction, Will C. Wood, has accomplished much for the teachers of this State by his untiring efforts in behalf of teachers for time spent at institutes, and in his efforts to further the interests of the children of the State.

"And whereas, he has been ably assisted in these matters by our county superintendent, A. A. Brierly.

"Be it further resolved, That we show them our appreciation of their work by giving them our hearty support, and also by extending to them our sincere thanks for their efforts."

One of the most interesting and valuable documents ever issued by the State Department of Education is called "California's Jubilee Year in Her Schools—A Suggestive Outline and a Few Sources of Information and Inspiration," and is arranged by Cora Paine McKay and Marguerite Squire, University High School, Oakland, California. This pamphlet is rich in its references to the storehouse of California material in history and geography.

THE MEETINGS OF THE C. T. A.

The Bay Section of the C. T. A. met December 14 to 17 in San Francisco and Oakland. Roy Cloud, city superintendent of Redwood City, presided. Otis Carrington, the noted composer and publisher of music, was in charge of one of the greatest musical programs ever rendered at the C. T. A. There were more than one hundred speakers on the program. The general program was broadcasted by KGO, General Electric Company.

The speakers from outside the State were Frank D. Boynton of Ithaca, Dr. Steiner of Iowa, Margaret Slattery of Malden, Harry Lloyd Miller of Madison, John Guy Fowkes of Madison, and Arthur Dean of New York.

Speakers from California included Mark Keppel, J. W. Foley, Edward P. Cubberley, Fred Hunter, Joseph Marr Gwinn, Will C. Wood, Eugene Franzen, Madeline Verveka and Mamie Lang.

"Teacher, Whither Goest Thou?" by Mark Keppel, was a great address, and those who have heard Mark Keppel frequently say that this address was the finest they ever heard him make.

Miss May C. Wade of Berkeley was named president of the Bay Section of the California State Teachers' Association for 1926 at the Bay Section meeting in Oakland. Miss Wade succeeded Roy W. Cloud, president for 1925.

Other officers named are as follows: Walter L. Bachrodt, San Jose, vice-president; E. G. Gridley, Oakland secretary and treasurer.

The meeting named the following to represent the Bay Section at the California State Council of Education: Roy W. Cloud, Elizabeth Sherman, A. J. Cloud, A. G. Elmore, Wade F. Thomas, J. D. Hancock John R. Williams and W. E. Faight.

The section also named an executive council for the Bay Section, as follows: Oakland—L. P. Farris, Anna Fraser, Florence Morrison, Maude Pesante and Edna Wright.

Berkeley—Anna M. Fraser, Mrs. Emma S. Wilkes.

Alameda—Blanche DuBois.
San Francisco—A. J. Cloud, Mary McGlinchey, Clarice Kerwin, Marjorie Stewart.
Stockton—W. F. Ellis, Josephine Leffler.
San Jose—Leila Cameron.
Modesto—Mary Alice Lynn.
Alameda County—Mrs. Mary C. Reid.
Lake County—W. R. McNair.
Marin County—Belle Abraham.
Napa County—W. L. Gaylord.

San Mateo County—L. E. Adams, H. C. Hall, O. H. Olson.

San Joaquin County—Grace Pearce
Santa Clara County—Sophia Cramer, Marie Mace.

Stanislaus County—A. W. McConnell, A. G. Elmore.

E. G. Gridley, treasurer, reported the section has \$10,334.46 in the treasury.

The meeting was a great credit to Roy Cloud's organizing ability and to his quiet, effective way in "getting across."

The Central Coast Section met at San Luis Obispo, December 14 to 17. Superintendent Robert L. Bird was president of the association, and the people of San Luis Obispo were generous and gave real California hospitality to the guests. Sir John Adams of the University of London was one of the principal speakers.

Superintendent Cecil Davis Peck of Santa Cruz County was elected president of the Central Coast Section of the California State Teachers' Association at Wednesday's session and Principal James Davis of San Benito County High School was named vice-president.

J. H. Graves of Monterey and T. S. MacQuiddy of Watsonville were re-elected treasurer and secretary, respectively, and Robert L. Bird of San Luis Obispo, president, was elected council representative.

THE C. T. A., SOUTHERN SECTION

The annual convention met in Los Angeles December 16 to 18. There were approximately 15,000 teachers present.

Among the speakers who are addressing the Southern Section meetings are: Catherine Adams, dean of women, Mills College; Sir John Adams, former lecturer in education, University of London; Robert J. Aley president, Butler University; Frank D. Boynton, superintendent of schools, Ithaca, New York; William Lowe Bryan, president, Indiana University; L. D. Coffman, president, University of Minnesota; Edmund Vance Cook, poet-lecturer, Cleveland; Mrs. Grace H. Conkling, poet-lecturer; Geo. W. Frasier, president, Colorado State Teachers' College; J. W. Glass, director, junior high schools, Harrisburg, Pa.; V. A. Henmon director, school of education, University of Wisconsin; W. W. Husband, second assistant commissioner of labor, Washington, D. C.; E. C. Moore, director, University of California, Southern Branch; J. B. Nash, director physical education, Oakland; Aurelia Reinhardt, president, Mills College; F. W. Roman, School of Education, New York University; G. A. Steiner, professor of applied psychology, Grinnell College; H. C. Spellman, Remington Typewriter Company; G. L. Swiggert, National Chamber of Commerce, Washington, D. C.; R. B. von Kleinsmid president, University of Southern California; Will C. Wood, State superintendent of public instruction; B. M. Woods, associate dean, University of California.

A. R. Clifton the well-known and popular superintendent of Monrovia, was elected president for the year 1926, and W. L. Stucky, the young man who has made an enviable reputation as superintendent of the elementary schools of Huntington Park, as vice-president.

Music Texts For Your High Schools

HIGH SCHOOL SONGBOOK, by Mrs. Gertrude B. Parsons, Head of the Department of Music, Polytechnic High School, Los Angeles.

In wide use from coast to coast because of practical voice arrangements and of the beauty of the selections and their permanent artistic value. Especially planned for morning assemblies and community singing.

A BOOK OF CHORUSES, by Chadwick, McConathy, Birge and Miessner.

Finest examples of choral literature from the classic, modern, and American masters. Program notes for music appreciation course and public performances.

GLEE AND CHORUS BOOK FOR MALE VOICES, by Earl Towner, San Jose Teachers College, and Ernest Hesser, Director of Music, Indianapolis.

Two- and three-part male voice choruses leading the glee clubs into four-part arrangements. Wide variety of selections appealing to boys' interests and suited to their vocal compass.

THE SYMPHONY SERIES, by Stock, McConathy, and Dasch.

Five programs of nine selections each, for training players in orchestral ensemble and for public performance.

LISTENING LESSONS IN MUSIC, by Agnes Moore Fryberger.

"The Bible of Music Appreciation," offering a graded course of study for junior and senior high schools.

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The High School Principals' meeting has been called by the State Board of Education to meet at Hotel Huntington, Pasadena, for week beginning April 19th. The rates, \$7 per day, with two in room; one in room, \$8.

The Hotel Stowell, Los Angeles, offers fine room, with bath, from \$2.50 to \$3.50. Mr. Harrison, the manager, and his staff will make you comfortable. High school principals and others visiting the convention should arrange to stop over at the Stowell, either going or coming. It is centrally located at 414-418 South Spring street.

The State Board of Education deleted classic myths from the curricula of the public schools at the meeting of January 11, 1926.

The State Board of Education met January 11 at Sacramento to consider the adoption of text books on geography and civics. After several days of discussion and listening to arguments of representatives of various publishers, the matter was postponed and a special meeting arranged at Los Angeles for February 1, 1926. Fred T. Moore, John E. Osborne, W. C. Harper, Harr Wagner, T. C. Morehouse, Elizabeth Adams, R. Laidlaw and William Laidlaw, C. A. Jones, F. A. Rice, J. O. Tuttle, W. A. Baker, Mr. Bemis, Leroy Armstrong, G. A. Chilcote, F. A. Belford and Mr. Hamilton were among the bookmen present.

H. E. Ruggles, the well known and popular city superintendent of Burlingame for many years, was burned to death while asleep in his room in a Los Angeles apartment on January 10. Mr. Ruggles resigned as superintendent of Burlingame in June, 1924, and was succeeded by Superintendent Lewis Adams. The teachers, pupils and people who knew him regret his passing. He was a kindly man, and will always be remembered for his desire to be of service.

UNITED STATES CIVIL SERVICE EXAMINATION

The United States Civil Service Commission announces the following open competitive examination:

Teacher, elementary (Grades 1-6), \$1,200; teacher, junior high school (Grades 7-9), \$1,440; teacher, senior high school (Grades 10-12), \$1,560.

Receipt of applications for these positions will close January 27 and February 17. The dates for assembling of competitors will be stated on the admission cards sent applicants after the close of receipt of applications.

The examinations are to fill vacancies in the Indian Service, at the entrance salaries shown above.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of U. S. civil service examiners at the postoffice or customhouse, any city.



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A BOTANICAL EXPEDITION TO THE DESERT

By George W. Savage

Perhaps one of the most interesting works of research being conducted in Southern California is that sponsored by Pomona College under the direction of Dr. Philip A. Munz, head of the department of botany. From time to time Pomona College has sent out a number of botanical expeditions into the lesser known regions of Southern California and the Southwest. Through the means of these expeditions Pomona College is endeavoring to build up an adequate herbarium of all sections of the Southwest. At present special emphasis is being placed on the plants of Southern California.

The most recent expedition, a party of seven amateur botanists, led by Dr. Philip A. Munz, spent several days during the holiday recess at Thousand Palms Canyon on the edge of the far-flung Colorado Desert. The party left the campus at Claremont, California, late in December, passing through Yucaipa Valley and San Geronio Pass, through which came the earliest expeditions to California. This region was of special interest to the botanists, as it marked the point where desert flora meets the coastal flora.

Thousand Palms Canyon may be reached over the State Highway to Imperial Valley and is 130 miles from Los Angeles. At Edom a good road branches to the east which leads into Thousand Palms Canyon, so named because of the three large clumps of palms that occur about one-half mile apart. Each clump contains over 100 trees. The region is one of the best native stations for palms in the Southwest.

The canyon and surrounding country is rich in desert flora in restricted regions and has been partially collected by a number of noted botanists, including S. B. Parrish, F. W. Pierson and H. M. Hall. On several former trips Pomona botanists collected on all sides of the canyon, but entered its sandy bottom for the first time last month.

A feature of the plant life of the Colorado desert, noted by the party, was the presence of desert flowers in abundance from thirty to forty days earlier than is usual. This condition has been caused by the early season rains and it is feared, unless there is additional rainfall, the flowers will become stunted.

Desert verbenas and sunflowers are the most common varieties with a few rarities present. The alkali soil of the canyon is also rich production ground for salt bushes, the screw bean and mesquite.

The canyon and its surrounding country is even more interesting than its botanical life, which is best studied in the months of March and April. Foothill country covered by decomposed granite surrounds the canyon proper. A warm stream, probably fed by hot springs, flows down the canyon and has its source in the little San Bernardino mountains, a range that has long been known to the prospector. Across these mountains is the Garden of the Gods, where queer formations of weathered granite appear in huge and grotesque piles of boulders.

Although Thousand Palms Canyon is over ninety miles from the Colorado River, its seclusion may be interrupted and the wild botanical life of the region may soon

be changed because of its proximity to the river. Surveys for a proposed aqueduct over the Little San Bernardino range have recently been completed and if plans materialize the aqueduct will pass near the head of the canyon. Now is the time to see the canyon in its natural beauty.

The arid condition of the region makes cultivation practically impossible, although in a few feeble places date ranchers are constantly endeavoring to survive the adverse conditions of nature.

Although the expedition failed to secure any rare specimens, many specimens of common varieties were obtained for the herbarium, in addition to much information concerning the region itself and the conditions in which the desert flora appear.

One of the most important features of such trips is the opportunity provided students to learn field methods of taxonomy. In addition to practical experience the expeditions also add many new species to the herbarium which, when mounting of the present specimens is completed, will contain about 250,000 sheets of mounted plants. This is believed to be one of the largest and most complete herbariums of Southwestern plants west of Washington, D. C., and is continually of value to ranchers as well as to amateur botanists and research students.

Under the capable direction of Professor Munz, the herbarium has steadily grown, the most recent acquisition being the Marcus E. Jones herbarium of Salt Lake City. This purchase was made possible by the gift of Miss Ellen Browning Scripps of La Jolla, California.

Another botany expedition is planned for the first week in February, into the mountain region of Arrowhead Lake. A number of spring trips will also be made to the desert, each of them being guided in every instance by the rainfall. Among the most important of the recent expeditions sponsored by the college was that sent to Lower California last year. On this trip plants were collected as far south as San Quentin. A similar party will enter this same region during the spring recess.

"Life today is just as wholesome as it ever was," is the opinion of the deans and presidents of eight Southern California colleges who held their winter meeting at Pomona College recently. Colleges participating in the conference were Redlands University, California Institute of Technology, Occidental College, Pomona College, University of California, Southern Branch, Whittier College, LaVerne College, and the University of Southern California.

Southern California's first mountain summer school for college students will be held by Pomona College at Bluff Lake, near Big Bear Lake, next summer. This new summer school has been made possible by the gift to Pomona of 120 acres of choice virgin forest land by J. S. Edwards of Redlands. The school will be in session at an altitude of 7500 feet.

Boys outnumber the girls in the Malin, Ore., public school, and the last graduating class was composed entirely of boys. Every boy in the school but one has taken the agricultural course offered by the school.

COLLEGES PRESENT LECTURES BY RADIO BROADCASTING

"Encouraged by the results of its first radio college course given last year, the New York State College of Home Economics at Cornell University, has started its second course and has invited all women within hearing distance of the General Electric Company's Schenectady station WGY to consider themselves enrolled students.

"Members of the college faculty will give lectures on Monday and Thursday afternoons on such questions as household management and equipment, budgeting, selection of clothes, child training, hygiene, nutrition and food preservation.

"Members of the faculty of Union College are also cooperating with the Schenectady station in its winter educational program."

This is the report issued in "The University of the State of New York Bulletin," December, 1925."

KGO, the western radio station of the General Electric Company, Oakland, California, has also taken an interest in educational broadcasting, and educators who have been directly connected with this branch of the work, including Dr. Virgil Dickson, report that the results promise success for future radio educational work.

There are twenty-eight state game refuges, four national parks and three national monuments in California where game is given complete protection. The area comprises about three per cent of the total area of the state.

A CAMERA CLUB

(From Junior Red Cross News)

Nowadays, since the movies have made photography a real art, nobody thinks that a snapshot of a row of people, all facing the camera with a stony stare, is a sure-enough, interesting picture. There is a lot more to photography than that. There are, for instance, all kinds of things to know about light and shade and focus and such matters. Why not start a Camera Club in your school and let each member put in something for a subscription to one of the good magazines on taking pictures? That will tell you about these things and will give samples of the best amateur work. Besides having the fun of keeping a kodak album and learning how to take good snapshots, you can use your photographs in many ways. For example, some of the best of those showing such things as your school building or your class group or some historical landmark in your town might go in a foreign correspondence portfolio. Or suppose you have to write a composition on the prevention of accidents. It would be much easier to write and more interesting to read if it were illustrated with your own pictures of dangerous curves in streets or roads and of safe or unsafe railroad crossings. Another idea is for the club to collect good snapshots of parades, beautiful scenery and handsome public buildings and monuments and put them into a book that will tell a kind of story of your neighborhood. The school library will be proud to have such a book.

You Cannot Hold a Child's Interest

unless you make him comfortable. Correct posture for the little ones is most important. Why not try the most scientific, modern, healthful and comfortable method of seating in the schoolroom?

SPRINGFIELD TABLE

A sturdy, well made table for use in primary grades, where a folding table is not essential. In many schools it is used in preference to the old-fashioned desk, and has the advantage of being easily movable, allowing more freedom of space in the same area, than desks fastened to the floor. The table is nicely finished in dark oak. Size of top 20x36"; three heights, 18, 20 and 22"; special sizes made to order.



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A strong, rigid chair of good oak stock with saddle seat and inverted middle bow back, causing the child to assume a CORRECT POSTURE naturally and comfortably. This type of chair is endorsed by educators and physicians.

The standard finish is satin-surface dark oak, and the chairs are furnished in three heights, 12, 14 and 16 inches.

All seats and backs are made in proper proportions to the height to insure correct posture for children of different ages.

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EDUCATIONAL OBSERVATIONS By Herbert F. Clark

Los Angeles
Good Book

Mr. Ervin Eugene Lewis, superintendent of schools, Flint, Michigan, in his new book on Personnel Problems of the Teaching Staff, raises the question as to whether school administrators are as keen on their personnel problems as are the great industrial corporations. He makes some timely suggestions and as an indication of the soundness of his contention we quote in full his paragraph on Professional Unrest: "There is a growing separation between the classroom teacher, the principal, the supervisor, the superintendent, and the school board. The classroom teachers feel lost in a machine-like organization. School systems are constantly growing in size and complexity. Division of labor has caused further separation. Naturally educational officers get out of touch with classroom activities. They become 'office' officers. The teacher who is forever on the firing line gets to feel that her work is little understood or appreciated. This gives rise to resentment and misunderstanding. Teachers organize against officers; they demand more of a voice in the affairs of the system. The good classroom teacher knows that she is more important to the success of instruction than is the school board, the superintendent and his staff, the building and its equipment, and all other elements of a school system put together. She knows that the chief reason for the existence of all the other elements is to guarantee a proper number of highly gifted, qualified, devoted and successful teachers. But con-

sciously or unconsciously she is often made to feel otherwise. This leads her to organize for her own self-defense. A bloc system of control develops with all its attendant evils.

"Is it possible in a large school system to recognize the classroom teacher's importance so that she will be kept always in the right attitude toward her work, or do we as administrators, superintendents, principals and supervisors go on handing down ready-made problems and suggestions and then expect her to give all she has to a ready cause? The personnel management problem is one of the most vital in school administration.

Institute Times

"By the time this issue of the Journal reaches its readers annual institute time will have come and gone. The week devoted to this mental feast will leave pretty much the same mental feeling that the following week devoted to physical feasts will leave a physical feeling. There will be some indigestion, some acute dyspepsia in both cases. But on the whole we are willing to go through them both and risk a mortuary seance at the close.

World and Its Meaning

"Every teacher, every school person ought to get George Thomas White Patrick's latest book entitled, 'The World and Its Meaning,' and read it from cover to cover. It contains the latest word on the many theories as to the creation of the world and its meaning that have troubled the minds of men from time immemorial. In this day of controversy between science and religion, between modernism and fun-

damentalism, it is a pretty good idea to get back to some of the 'first principles' and from that point of view try to discover what it's all about. Mr. Patrick will hold you with an Irish grip and make you do some real thinking whether or not you agree with all he says."

EDUCATION

Mark Hopkins sat on one end of a log
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother.
I don't care what Mark Hopkins taught—
If his Latin was small and his Greek was naught,
For the farmer's boy he thought thought he,
All through lecture time and quiz,
"The kind of a man I mean to be
Is the kind of a man Mark Hopkins is!"

Philosophy, languages, medicine, law,
Are peacock feathers to deck the daw,
If the boys who come from your splendid schools
Are well-trained sharpers or flippant fools.

* * * * *

No printed page nor spoken plea
May teach young hearts what men should be—

Not all the books on all the shelves,
But what the teachers are themselves.
For education is: Making men;
So it is now, so was it when

Mark Hopkins sat on one end of a log
And a farmer boy sat on the other.

—Saturday Evening Post.

HYATT, EDUCATIONAL PATHFINDER, LEFT HIS IMPRESSION ON CALIFORNIA SCHOOLS

An Appreciation, by Thomas P. Brown, Secretary, California Short Line Railroads

Whoever writes the history of education in California must perforce devote a substantial chapter to the career and life-time work of Edward Hyatt, first as teacher and then as superintendent, both county and state, in behalf of the schools, school children and school teachers of California. I emphasize the word "schools" rather than the term "education" because Mr. Hyatt had the rare ability to work along informal, natural lines and when he used the word "education" it was not as a phrase or formula, and his listeners realized that the schoolboy and the schoolgirl were literally in his mind.

I know there are those whose tendency is to interpret history in terms and trends, cycles, undercurrents, movements and the like, but, without arguing the point, my observation of life and especially public men, leads me to the conviction that history is very largely identified with biography. Mr. Hyatt had the opportunity through his official positions to influence the development of what we call education, and in his modest and unassuming, but thoroughly effective way, he pressed that opportunity to the lasting advantage of the schools of the State.

He had a university education and he had taught in country schools. The result was that while he had a ready conception of the requirements of what we call higher education, he also was sympathetic with school needs that ordinarily are not so prominent in the headlines. In his day, night schools were few and far between and the part-time school was still a matter for evolution to develop, but wherever he could he lent support to measures which would bring education to all. He believed that the rural districts should be given equal opportunity with urban population from the standpoint of teaching personnel and material equipment and I recall a very happy article which he wrote when he discovered in Southern California the first automobile used for the conveyance of children to a union school.

Mr. Hyatt was born and educated in Ohio, but he became a true Native Son of the Golden West, and derived great satisfaction from his visits to the remotest parts of the State, as well as personal satisfaction from his acquaintances with men whose names are so closely identified with the glory of the State—I refer to men like John Muir, Joaquin Miller, and Luther Burbank, these names springing to mind at the moment.

Many others could be named, for Mr. Hyatt had a wide acquaintance throughout the State. He traveled a great deal of the time and I recall the pardonable pride with which he announced on his arrival at the Capital after one of his longer trips: "I have just visited the last of California's fifty-eight counties." He was the first superintendent of schools to visit all the counties of California, but many times, virtually all parts of the commonwealth.

Mr. Hyatt was a ready writer. He wrote good, clear English, and while he inclined to the use of Anglo-Saxon words, he would

not discard an effective word of Latin derivation merely on that score. His "copy" often ran in words of one or two syllables and it "went across" with the newspapers, for there was a freshness and genuineness about his accounts of his school visits, which won ready publication in the press as well as in the school journals. For many years the Western Journal of Education, which was, over a long period of time, the official school journal, going into every district of the State, carried Mr. Hyatt's "Notes" as a feature, and his writings were eagerly read by the teachers. Later he was also a contributor to the Sierra Educational News.

While speaking of the newspapers, I recall on one occasion Mr. Hyatt wrote an article which was for general publication. One newspaper not only printed it, but sent Mr. Hyatt a check for \$3.00 in payment, although of course remuneration had not been thought of. Mr. Hyatt's salary was \$5000 per year, but he was more delighted with that three-dollar money order than he would have been had he received an extra month's salary. "Why, here I have been writing all my life," exclaimed Mr. Hyatt, "and I never received a cent. Here's a paper that volunteers real money for my article."

Many a modern problem of social life would be solved if all homes were like those in which Edward Hyatt ruled, not by discipline but by respect and love. His splendid wife, who likewise has passed to the Great Beyond, was a gracious hostess, and fine children, both boys and girls, healthy and happy, added to the joy of being a guest. I recall the home supper scene on numerous occasions, supper being preceded by a tour of the garden where Mr. Hyatt spent many an hour with shovel or hoe, and followed by hours of delightful conversation in the firelight from an old-fashioned fireplace, across whose top were engraved in stone the words: "East, West, Home's Best."

From Hemet News.

Mamie B. Lang, commissioner of elementary schools, announces the following:

"By authorization of the State Board of Education, the annual State music conference will be held at the College of the Pacific, Stockton, on February 25, 26, 27, 1926. It is hoped that everyone interested in public school music will avail themselves of the opportunity to attend this conference. Superintendents principals, supervisors and representatives from all fields of music are urged to be present and take part in the discussion."

Each day's work should be carefully planned and prepared. Look well to your physical fitness. We do not expect you to overdo in any phase of your work. Smile "copiously" to all with whom you come in touch during the day, give a kindly word generously here and there, and I can assure you that your year with us will be a most pleasant and profitable one.

Do you want help in teaching the United States Constitution? Apply to Etta V. Leighton, Civic Secretary, National Security League, 25 West Forty-third street, New York City.

ITEMS OF INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JANUARY

11-16, 1926

The State Board of Education met in regular session in Sacramento, January 11, 1926.

In answer to the board's advertisement for a text in citizenship for the grammar grades of the elementary schools, bids were received from the following publishers: Laidlaw Brothers, Chas. Scribner's Sons, The Macmillan Company, World Book Company. Action in regard to the matter will be taken at a later date.

Bids were received from the following publishers for geography texts in response to the board's advertisements for bids: Iroquois Publishing Co., The Macmillan Company, Silver-Burdett Co., Harr Wagner Publishing Co., John C. Winston Co., World Book Co. A hearing of representatives of publishers was the special order of business for Wednesday, January 13. The board voted to hold an adjourned meeting in Los Angeles on February 1 to consider the geography adoption and any other important business.

Mr. A. C. Olney, Commissioner of Secondary Schools, was authorized to call a conference of California teachers of dramatic art in Berkeley on March 25, 26 and 27.

Mr. Olney was authorized to call the annual high school principals' convention at Hotel Huntington, in Pasadena, beginning April 19.

Miss Mamie B. Lang, Commissioner of Elementary Schools, announced that the State Music Conference would be held at the College of the Pacific in Stockton, February 25, 26 and 27.

Mr. Nicholas Ricciardi, Commissioner of Vocational Education, was authorized to call a conference for vocational education in arts and industries at Huntington Lake in August.

Mr. Ricciardi was authorized to call the annual State Art Conference in Los Angeles, March 18, 19 and 20.

Santa Barbara State Teachers College was authorized to grant the A. B. degree in art education.

Boston University was placed on the list of accredited institutions whose graduates are granted the general secondary credential in the state of California.

The board voted to hold the joint annual conference with the president of the State Teachers Colleges on Thursday of the next quarterly meeting.

The semi-annual listing of high school textbooks was made.

Mr. Olney was directed to call the attention of the high school principals to the definition of a credit in the Rules and Regulations of the State Board of Education on page 360 of the School Law and to inform them that the forty-minute recitation period mentioned therein is the minimum requirement for recitation purposes and is not intended to include supervised and directed study.

Mr. R. J. Werner, State supervisor of agriculture, presented to the board Leslie Stein, a student in the vocational education class in agriculture in the Lodi Union High School, who told the board about their activities in this field and his trip to Portland, Ore., where he represented the State of California in a stock judging contest.

(Continued on page 14, column 1)

Long Beach Building Program

By Al Gustus

Long Beach's school system is the greatest corporation in the community, except for the municipal administration force itself.

With a personnel of 1135 employes receiving approximately \$2,425,000 annually in salaries, the public schools are far greater in size than the next largest business, a public utility corporation which has 550 employes who earn about \$600,000 every year.

Maintenance and expansion costs for this vast enterprise are derived through taxation of property within the district amounting to \$192,605,650 in value, as assessed this year. The school tax rate for Long Beach, however, is the lowest of the twenty largest districts in Southern California with an assessment of \$1.43.

Possessions of the school district, requiring \$4,548,882 in upkeep and capital outlays this fiscal year, are valued at a total of \$9,933,000. This property provides facilities of educational training for all of the childhood and youth within the boundaries of the Long Beach school district. The city of Signal Hill and Santa Catalina Island are part of the district.

Twenty-six elementary schools, five junior high schools and two senior high schools care for 21,240 pupils who have enrolled so far this winter. Indicative of the growth of the city as a whole is the increase in registration which has swollen to its present proportions from 4831 children in 1910, and 15,365 in 1920. Before the end of the school year it will probably exceed 25,000, since new entrants are admitted continuously.

The pupils of the city receive their instruction in fifty-two school buildings, not counting fifty-four temporary structures which will ultimately be replaced by permanent edifices. A large part of these buildings have been erected within the past five years, owing to the phenomenal growth which the city experienced during this period.

As a result of their newness the buildings contain the latest structural features advantageous to the student. Newest types of equipment have been installed, assuring the Long Beach child of the greatest facility and efficiency in his studying.

Not only has practicability been stressed, but the exterior beauty of the school building has made them among the most notable on the Pacific Coast and even in the country. In insisting upon architectural beauty the Long Beach Board of Education has not sacrificed either substantial construction or its policy of conservative finance. So wisely has the board administered the extensive funds placed at its dis-

posal in the expansion project that it now has the reputation of having obtained the best at the least cost.

That it actually possesses this reputation among other educational councils of the country is shown by the fact that within the past few months the school administrative officials of two cities have inspected the city schools here in order to obtain aid in launching building programs in their own cities.

The Fort Worth, Texas, Board of Education was the first delegation, while the Superintendent of Fresno Schools visited here in November, spending almost a full day in studying the schools themselves and in conferring with W. L. Stephens, Long Beach superintendent, upon the method used in administering funds.

The Board of Education is now in the process of completing a \$4,900,000 development schedule begun two years ago when the city's electorate authorized issuance of school bonds to that amount. Only three of sixteen items of this program now remain to be finished. The Signal Hill and James Russell Lowell elementary schools are in the final stages of finishing, while the Woodrow Wilson High School will be completed next fall.

The year of 1925 has been one of the most productive for the city schools from the construction standpoint of any in the history of the city. There were opened in the past twelve months one combination junior and senior high, one junior high and four elementary schools. Additions and new units totalling seven in number have also been put into use.

Building of these new structures has brought the total educational accommodations in the city to a point where full time sessions could be maintained for every pupil in the system for the first time in six years.

The entire business management of the ten million dollar corporation is in the hands of the secretary and business agent of the board, A. C. Price. In addition to caring for the actual finances of the schools, this department also has the upkeep of the school property as part of its duties. This element of its work is handled mainly by the Board of Education shops, which are the headquarters for carpenters, plumbers, electricians and painters. In close association with these is G. W. Scott, superintendent of construction.

Eight hundred thirty-eight principals, supervisors and assistants, and teachers now comprise the instructional personnel, of which Mr. Stephens is executive head. The average yearly salary of the instructors is \$2206.92. Qualifications for election to teach in the Long Beach city schools are a teacher's certificate issued by the County Board of Education in conformity with the school laws of California, two years of successful teaching experience in addition to the practice teaching required in the teacher training school from which the applicant has graduated, and a personal interview with the Superintendent of Schools.

These teachers by training and experience provide the best academic instruction for Long Beach children possible to obtain. Constant additions to their stores of knowledge are constantly being made by the pedagogues. Through 100 per cent membership in both the City Teachers' Club and the State Teachers' Association, they are

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enabled to keep abreast of educational problems and solutions, and developments in the academic field. Nearly as fine a record of membership is maintained in the National Educational Association.

Further evidence of interest in professional advancement is shown by the fact that there were 1000 enrollments in university extension classes by teachers last year. Nor does professional interest lag during vacation. Reports of summer activities show that about 26 per cent of the teachers attended summer session of the universities; 12 per cent worked, the majority on Long Beach playgrounds or in the local summer school; 34 per cent engaged in educational travel.

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tion the Board of Education has sponsored extension of its academic scope to include as many types of children as possible by instituting special classes and schools. Included in this classification are the part-time high school for the working youth, the John Dewey school for pre-delinquent boys, the sight conservation class for pupils with defective vision, classes in lip-reading for deaf children, special rooms for atypical children, instruction in speech correction and corrective gymnasium.

Mental stimulation for the adult is not neglected in Long Beach. Under the adult department of the schools a night school and a division of Americanization are conducted.

Members of the school board, which with aid of its staff of assistants has formed an educational policy along proven scientific lines, are Melvin Neel, president; H. F. Ahlswede, vice-president; Miss Julia Ellen Rogers, H. B. Clifton and Eugene Fisher.

"Education has barely been touched in its scientific aspects," say authorities. The Long Beach system, with a breadth of development both materially and technically said to equal any in the United States, has yet a number of angles of modern education to develop. Its record shows a substantial start; the policy of its administrators is a promise for the incorporation of the most advanced and safest of educational ideas within the close future.

New elements in the training of the young in this community as presaged by consistently growing demands of a city entering the metropolitan era of its development include the following: Special advantages for the crippled child, a temporary boarding home for the undernourished youth, an open air institution for the tubercular, extension of adult education, opportunities for the pre-school child better to prepare him for the social and civic responsibility of school, a girls' adjustment school similar to the John Dewey School for boys, a twenty-four-hour school for delinquents, a trade school, a site for which has already been purchased on land adjacent to the harbor district, and a junior college which will offer the first two years of a regular college course.

Classes for crippled, undernourished and tubercular children are in the process of being organized through private funds. The Long Beach Soroptimist Club has already obtained a large bungalow on the Franklin Junior High site where it will open a home for the undernourished child within a few months.

The establishment of a junior college seems inevitable within the next couple years. It is a matter which is being constantly brought before the board members, who so far have regarded it with favor. An evidence of the need of such an institution has begun to arise from high school students themselves.

Long Beach Post-Telegram.

(Continued from page 12, column 3)

A letter was received from Mrs. D. E. F. Easton, chairman of the California Public Safety Conference, appealing for guidance in properly including a statewide essay contest in the schools, which is sponsored by various organizations of the State, to safeguard the streets and highways. The board expressed sympathy with the movement and directed a reply be sent to the committee stating that they had no objec-

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tion to the committee taking the subject up with local high school authorities.

A resolution was received from the San Joaquin Valley Agricultural Teachers' Association requesting that the State Teachers' Colleges give entering students offering high school credit in agriculture due recognition as having taken science courses. The board was of the opinion that it would not be possible to give this blanket authorization contemplated by their request.

Resolutions containing the following requests were received from the Southern California Commercial Teachers' Association: (1) Commercial law be restored to its former place in the list of social science subjects. (2) One of the majors required for graduation from high school be chosen from commercial subjects. (3) The State Board of Education appoint a State supervisor of commercial education. These requests were considered by the board and it was the unanimous opinion that they could not be granted.

In reply to a communication from the Los Angeles High School Principals' Association that the board reconsider its action that readers of high school textbooks be selected from the faculties of the State Teachers' Colleges, University of California, Stanford University and the University of Southern California. Mr. Olney was instructed to inform them that this rule applied to history, science and economics, and that in these subjects, in special cases, the board is willing to approve readers of exceptional ability in the high schools.

Retirement Salary Business

Refunds of erroneous salary deductions were granted, amounting to \$66.00.

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Agnes A. Carey, San Francisco; Louise M. Classen, Menlo Park; Mary Elliott, San Francisco; Nora M. Sullivan, San Francisco; Mary Elizabeth Traynor, San Fran-

cisco; Annie J. Leonard, San Francisco; Ada Schendel, Larkspur; Frances A. Wil- low, Bakersfield; Kate F. Delaney, San Francisco; Mrs. Grace D. Mitchell, Alameda.

Under Section 9 of the Law—Mrs. Beatrice C. Chaney, Los Angeles; Gertrude T. Cohen, San Francisco; Minnie E. Duggin, San Francisco; Arthur Edmund Grant, San Francisco; Mrs. Emma I. Hill, Oakland; Anna Hurlburt, Pittville; Helen Sullivan, Burlingame; Annie W. Harrower, San Francisco; Mrs. Mignon S. Lilley, Piercy.


The board adjourned to meet in Sacramento on April 5, 1926.

Respectfully submitted,

WILL C. WOOD,
Executive Secretary.

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WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

Work has been started on the new Bret Harte Union High school in Stockton. The building is to be erected at a cost of \$60,000.

A. R. Clifton, superintendent of schools in Monrovia, has been elected president of the Southern Section of the California Teachers' Association. Clifton has been superintendent of schools in the southern city for the past thirteen years and has been active in school affairs of the state.

Orlo Hull, formerly principal of a grammar school in Porterville and during the last year principal of the Theodore Roosevelt Junior High school in San Jose, died recently at his home in San Jose after a short illness.

Mental and physical tests of nearly 1000 gifted children in California public schools, conducted during a five-year period by Professor Terman, noted psychologist of Stanford University, and a corps of able assistants, have revealed a number of remarkably interesting things, according to a statement on "gifted children" given out recently by Albert Edward Wigam, internationally known psychologist and student of heredity.

A summary of tests of 906 "gifted children" during a period of five years shows: Mental rating 140 to 190 as against the average mental rating of random group of people of 90 to 100.

Upset all notions about precocious child. Grandfathers lived more than two and one-third years longer than average expectation of human life.

Children weighed three-fourths of a pound more at birth than average babe.

Mothers reported only three per cent of cases of very poor health of gifted child during first year of life.

Large proportion have broad shoulders and hips, strong muscles and well developed lungs.

They are both taller and heavier than average run of California children.

EDUCATIONAL EXPERIMENT A SUCCESS

New educational practices, somewhat paralleling the Dalton plan, have proved successful in a series of experiments of the Cucamonga school established by the county of San Bernardino three years ago to test out ideas which promised to revolutionize teaching methods in the public school system now in use.

First step in the demonstration which is expected to have a considerable influence on school authorities and ultimately, though probably slowly, upon the practice of the public program of education, is now being taken through the interest shown by valley teachers in the work of the Cucamonga school.

A report of the findings was given by Mrs. Adella Samuels, who is in charge, to teachers and parents in Ontario recently. Mrs. Samuels has given explanations of

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the plan to various agencies interested in education in the valley in recent months.

Mrs. Samuels, who is the author of "About-Face in Education,"* and whose school has resulted in the founding of similar institutions at Santa Barbara, San Jose, San Francisco and San Diego, explained the popular belief that the pupils in her school do just as they please, is true in this, that they are so directed that they are pleased to do what they should and their work is made interesting for them.

The pupils are divided into groups, according to their age and size, declared the speaker, who went on to recite how the pupils themselves have built up the school cafeteria; how they have made curtains for classrooms and accomplished many other worthy objects.

Taught Self-Support

Reported assertions of educators that the experimental school of which she is head could not be made a success "because the children are too happy," were successfully refuted.

All are taught to be self-supporting and the experiment is said to have progressed sufficiently to convince observers that a big step forward has been taken in the solution of the Americanization problem.

Mrs. Samuels reported that more than 1000 interested persons have visited the experimental school since September of this year, including a delegation comprising the educational superintendents of every county in California.

—Pomona Bulletin.

STEEL DESKS FOUND PRACTICAL IN SCHOOL ROOM

There are seven factors in the Hercules all metal desk which contribute to the in-

creased seating of fully 25 per cent in the compared to the space occupied by thick same sized area, namely: Thin metal as woods, giving more knee room in both front and at top and at the sides; the seat structure which enables rotation without hinges and further extension of top over legs; the full open space below seat and between legs, with the foot rest at the front of the seat ahead, the advancing forward of the legs, giving foot clearance; the absence of hinges, which endanger the feet passing from the rear under the seat; the shield structure beneath the seat which prevents mixing feet; and the lesser aisle required due to top and seat shape and leg structure.

Due to the different expansions of wood and metal under heat and humidity, it is impossible to permanently support a desk by wood and metal combinations as in the old style desks. It is doubtful if the average rigid life is over five years. An attempt to bolster this by a 20-year guarantee of replacement means little when inconvenience and freight charges are considered. So few resort to the inconvenience of demanding replacements, that it detracts but little from the profits to make a bluff guarantee, but long seating experience has shown that the average life of desks supported by the combination of wood and metal is by no means 20 years. Furthermore, if provided with hinges, it is lower still. The HERCULES desk being but a single piece of metal can never shake loose. It is as eternal as the pyramids, especially, if non-rust alloy is specified. It needs no bolster of a guarantee, because it is obvious to anyone that integral metal will not shake apart and that wrought iron will not break like castings. When looseness starts, noise begins; and often in hinges, noise precedes looseness.

* Published by Harr Wagner Publishing Company, San Francisco, Calif.



COUNTY FREE LIBRARY DEPARTMENT

May Dexter Henshall

"WHY HAVEN'T WE A COUNTY LIBRARY?"

This query comes from many teachers and other residents of the fifteen counties in California that do not have county libraries.

The counties without county libraries are Alpine, Calaveras, Del Norte, El Dorado, Lake, Marin, Mariposa, Mendocino, Mono, Nevada, Placer, Shasta, Sierra, Sonoma and Yuba.

The county library law has two sections that make it possible under certain conditions for the counties mentioned to have county libraries. The counties with an assessed valuation of non-operative property sufficiently large to maintain a county library may be established under Section 2 of the law and have a county library operated within their respective counties. Boards of supervisors are given full power to establish county libraries.

There are counties in California where the assessed valuation of non-operative property is so small that it is impossible for a county library to be maintained under the provisions of Section 2 of the law. They need not be without county library service, however, for Section 5 of the county library law provides that the board of supervisors of a county without a county library may enter into a contract for county library service from the board of supervisors of a county having a county library.

The California State Library has on its staff a county library organizer to give information and to direct the efforts of the residents of a county desiring a county library. Information and organization of effort may logically come from without the boundaries of a county, but interest and active work must come from within, as the establishment of a county library is primarily a matter of local concern.

There are difficulties in each of the fifteen counties that the residents must overcome. One is insufficient salary to make it possible to employ a county librarian. The annual salary as provided by law in seven of the counties is five hundred dollars; in two counties, twelve hundred dollars; in four counties, fifteen hundred dollars; in two counties, eighteen hundred dollars.

A county librarian occupies an important administrative position. She must have professional training and experience. She must hold a county librarian's certificate from the Board of Library Examiners. The preceding salaries are so meager it makes it practically impossible to secure the services of a county librarian. An exception might be made of the last two counties mentioned, but even those two might be difficult. It is futile to attempt to establish a county library until the residents of the counties desiring to establish under the provisions of Section 2 instruct their

senator and assemblyman, by means of endorsements from their grand jury and board of supervisors, to take action to have the law changed governing the salary of the county librarian.

If a county of small assessed valuation is contracting with a county having a county library, as provided by Section 5 of the law, the county librarian will administer the library affairs for both counties. Consequently the salary difficulty is removed for the poorer county.

Residents of counties who wish county library service under either Section 2 or Section 5 of the law will need to convince the supervisors that the taxpayers are willing to support it. The necessity of a town library seems unquestioned. Towns that are mere villages support town libraries, although the town library tax rate is often four and five times larger than the tax rate that supports the county library. When people in towns are willing to pay a high tax rate for library privileges, the supervisors have every reason to believe that the vast majority of rural people will be willing to pay a small tax for library advantages.

When a county library is established under Section 5 of the law, two boards of supervisors must be considered. Transportation facilities between the two counties concerned must be studied. If conditions are favorable, then it will be necessary to ascertain if the county librarian of the county having the county library deems it advisable to assume the extra responsibility of serving the small county and upon what terms. The supervisors of the county having the county library must be willing to enter into a contract to give county library service to the smaller county. Finally the residents of the county of small assessed valuation must get their supervisors to agree to enter into a contract with the county having the county library.

The question, "Why haven't we a county library?" may be answered by the question, "Are you interested enough to work for it and help to change existing conditions?" The services of the county library organizer are given free of charge by the State Library to any county where conditions are made possible for the operation of a county library after it is established.

LIBRARY SERVICE TO KINGS COUNTY MIGRATORY SCHOOLS

By Julia Steffa

Increasing from one migratory school, one teacher and forty pupils two years ago, to six schools, nine teachers and 451 pupils this year, Kings County has had a difficult problem in caring for its floating school population. This unprecedented growth was due to the increased acreage of cotton which had to be harvested. The children in the schools changed constantly, for

pupils entered one day, stayed a brief time and were gone again. They were largely of Mexican parentage, although there were some Portuguese and a few Indians and negroes.

Three school districts were effected by these migratory people—Corcoran, Dallas and Stratford.

The Corcoran district maintained four schools, with seven teachers, from nearly the beginning of the school year up to the Christmas holidays. The period of greatest enrollment was the last of November and the first weeks of December and was greater than the enrollment at the regular grammar school.

The Dallas and the Stratford schools were started later in the school year and each had an enrollment of about 30 pupils.

Most of the schools were held in large tents, near the camps. The tents were provided by the ranch owners and were furnished with temporary tables and long benches by them. One school was held in the old Tensmuir school house. The Kings County Library furnished the necessary books. One school had about 140 pupils in one tent and the two teachers had a serious problem in maintaining order and a difficult task in teaching the English language as well as reading, writing and arithmetic. As most of the pupils were in the lower grades, emphasis was laid on the fundamentals, but for pupils of the higher grades, the regular course of study was followed, enabling pupils to enter their regular grades when transferred to other districts.

To these migratory schools, the Kings County Library sent 1025 books, besides charts, flash cards and maps. The resources of the library for material for the lower grades and books suitable for foreign children were taxed to the limit, but the need was met and an adequate service was given.

STATE LIBRARY SYSTEM PLEASES

Indicative of the efficiency of the California library system, State Librarian Milton J. Ferguson declares that less than 12,000 of the 4,000,000 inhabitants of the State are without immediate library service, whereas the total for the United States of persons without such service is estimated at 50,000,000.

In California the 12,000 persons who have no immediate access to libraries are living in counties in which there are no public or county libraries. However, Ferguson explained that even these people are not entirely without library service, as the State library is available to them.

Ferguson returned recently from a trip that took him to Chicago and to Louisiana to attend meetings of the American Library Association, of which he is an executive board member, and of the League of Library Commissions, of which he is president.

"It was most gratifying to learn during the sessions of the American Library Association in Chicago," said Ferguson, "that the Eastern States have come to recognize, and they admit it openly, that California has the only efficient library system—a system that reaches all the people."

Ferguson went to Louisiana to look over the work being done to establish the California county library system in that State. This work is being directed by the League of Library Commissions through funds donated by the Carnegie Corporation.

As president of the commission, Ferguson is supervising the work in Louisiana, while Miss Essae M. Culver, formerly an employe of the California State Library, is executive secretary of the commission in that State. He visited New Orleans, Lafayette and Baton Rouge.

—Sacramento Bee.

H. O. Parkinson, city and county librarian of Stockton and San Joaquin county, president of the C. L. A. in 1925, has resigned and Ida Condit, his very efficient assistant, has been appointed to fill his place.

UNITED STATES CIVIL SERVICE EXAMINATION

The United States Civil Service Commission announces the following open competitive examination:

Teachers of secondary English, 3,000 pesos to 3,200 pesos a year; normal school demonstration teachers, 3,000 pesos to 4,000 pesos a year.

Applications for these positions will be rated as received until further notice. The examinations are to fill vacancies in the Philippine Service, at the salaries shown above.

Competitors will not be required to report for examination at any place, but will be rated on their physical ability, and education, training, and experience.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of U. S. civil service examiners at the postoffice or customhouse, any city.

CHILDREN VOTE ON BOOKS

Thirty-six thousand, seven hundred and fifty children in 34 cities and towns, besides teachers, research experts and librarians have assisted in the production of the Winnetka Graded Book List, "the first scientific investigation carried out on a large scale to determine what books are being read and enjoyed by children of different ages and reading abilities." The list is published by the American Library Association, 86 East Randolph street, Chicago.

This book list is based on the analysis of 10,000 ballots, each ballot giving a child's opinion on a book voluntarily read. An accurate rating of the book was obtained by having the child check one of four statements (1) "One of the best books I ever read;" (2) "A good book, I like it;" (3) "Not so very interesting;" (4) "I don't like it." The degree of difficulty was ascertained by the child's checking four other statements: (1) "Too easy;" (2) "Just about right;" (3) "A little hard;" (4) "Too hard." Each ballot in addition showed the child's score according to the Stanford Si-

lent Reading Test, his name, age, sex, school grade, teacher; the book's title, author and publisher; and the child's opinion about the book, expressed in his own words.

The Winnetka List consists of an introduction describing the study and drawing general conclusions about girls' and boys' reading tastes, and a graded list of 700 books. For each book is given: title, author, publisher and price, a typical comment made by a child, average interest value assigned by boys and girls, average age of the boys and girls who read and enjoyed the book, average reading ability of the boys and girls who read and liked the book, ages at which the book was best liked, number of cities in which the book was read, index of popularity. The graded list is followed by age lists where the titles are re-grouped in the order of their popularity.

—Year-Round Book Selling News

Plans for the Second Annual Apolliad to be held on the campus of the University of Southern California have just been laid by a committee composed of Dr. Allison Gaw, head of the English Department; Professor Lynn Clark, English Department; Miss Tacie May Hanna and Miss Elizabeth Yoder, of the School of Speech; Miss Julia G. Howell, of the College of Music; Mr. Charles R. Johnson, of the School of Architecture Art Department; Mrs. Laurabelle Dietrick, of Metropolitan College, U. S. C., and a student group composed of Dorothy Davis, Ralph Holly and Chet Mackie.

Original plays, paintings, pantomimes, short stories, sketches, sculpture, works of music and works of art are being furthered and fostered among university students by the annual spring festival of creative arts, named "Apolliad," by Dr. Gaw, head of the Department of English.

Between February 1 and March 1 one-act plays, musical scores, drawings, essays, short stories, and poems will be received by the judges, who may be reached in care of the School of Speech at Southern California. From the material submitted by the university students including those attending Metropolitan College, the downtown evening school, a program for the Second Annual Apolliad will be selected.

Critics in music, art and literary circles will be in attendance as honor guests when the program is presented in the Touchstone Theatre, Thirty-fifth and University avenue. A publication containing Apolliad material is to be compiled and printed following the public presentation of the efforts of the group which submits original creations.

"Last year," states Miss Tacie May Hanna, professor of public speaking in the School of Speech at U. S. C., "our honor guests contributed valuable written criticisms within a week after the program, which were of benefit to the authors, composers, and interpreters, and are proving to be of great assistance in preparing the program for the Second Annual Apolliad this spring. The results of last year's efforts justified the belief that any time or labor expended to stimulate young people to original work is very much worth while. The faculty committee was quite flooded with worth-while original stories, plays, sketches, essays, poems, and music."

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BOOK REVIEWS

THE ROMANCE OF THE WORLD SERIES, Our Insect Friends and Foes, Our Animal Friends and Foes, Our Bird Friends and Foes, by William Atherton Depuy: Here are three books replete with interest and the science of Nature. Each one serves its definite purpose of giving accurate information concerning insects, animals and birds in a most entertaining manner. History of these live things, development, habits, uses, and general information, are all included in the stories which are suitable for upper elementary grade and junior high school students. Each subject is dealt with according to scientific fact, rather than romantic conjecture or the playing up of special interesting features, and scientific facts are found more interesting, as well as new, as any story could possibly be. A few of the common insects that are told of are: bumblebee, grasshopper, ladybird, beetle, ant, honey bee, wasp, silkworm, mosquito. Some of the animals that receive attention are: cat, dog, monkey, whale, seal, rat, elephant, slug. A few of the birds included in the stories are: seagull, mocking bird, humming bird, bald eagle, woodpecker, sparrow, butcher bird, duck. Type, illustrations and make-up of the books are all attractive, for schools and for general reading purposes. (The John C. Winston Co. Price \$.68 net to schools.)

MESA, CANON AND PUEBLO, by Charles F. Lummis: A number of well-known writers have written of the Southwest. They have told us what they have seen and represented different phases in beautiful word pictures that make the books thoroughly enjoyable as well as informational. Now comes this book, "Mesa, Canon and Pueblo," written, not from the viewpoint of a traveler and a "seer" only, but into the wealth of beautiful and vibrant material, is thrown an historical background, a wealth of information on people and their travels and discoveries, and "hows and the whys," which stir the thoughtful reader to a thorough and wide-awake appreciation of the subject in hand. A few of the subjects discussed are the Grand Canon, Death Valley, the oldest trees in the world, the Indians and their homes, their blankets and weaving, their customs in the past and their condition in the present. All this material, over 500 pages of it, is freely illustrated with photographs, maps and charts. The book is based upon a previous and smaller volume, "Some Strange Corners of our Country." An unfortunate feature of the volume is the author's personal comment upon the research and writing that others have accomplished, and for this there seems to be no necessity. Every library should profit by having this book upon its shelves for reference, and teachers of geography and history of the West may find a treasure worth looking into. (The Century Company, 353 Fourth Ave., New York. Price \$4.50.)

THE SCHOLASTIC, Student-written Number, Vol. 7, No. 8, A National Magazine for the Schoolroom: Stories, articles, poems, essays, news notes and illustrations, submitted by students in the United States, are printed in this magazine, which though in different form, carries the same spirit of Hughes Mearns' "Creative Youth." Students have not a financial aim in submitting material, but the aim of achievement and inspiration dominates and is carried over to the reader. It is true that prizes are awarded, that "honorable mention" is given, but no pay schedule is adhered to. This magazine presents a new viewpoint to many on the results of modern education. To the student it is motivation of the best kind for serious thought and work, and for definite achievement. The magazine carries announcements of its contests, etc. It is interesting to note that several students in California received honorable mention in the current issue. These students are: Margaret S. Leonard, Elinor Craig, Marjorie Pattee, Wilma Leithead, of the Westridge School, Pasadena, and Ethel Osman of the high school in Bakersfield. (The Scholastic Publishing Company, M. R. Robinson, editor, Wabash building, Pittsburgh, Pa. Year's subscription, \$2.)

MEATS AND MEAT PRODUCTS, by William Henry Tomhave: The meat industry is presented in every phase in this volume, which is one of Lippincott's Farm Manuals. The book is a school and college text and emphasis has been placed upon food values of meat, preparation and preservation of meat, carcass yields, by-products and meat inspection. The book is illustrated with photographs. (Lippincott's.)

ELEMENTS OF CHEMISTRY, by William Foster: Fundamental principles and applications of chemistry are introduced in this text, which is designed to meet college entrance requirements. Summaries, exercises, problems and references are included. (D. Van Nostrand Company, 8 Warren street, New York City. Price \$2.00.)

ESSENTIALS OF FRENCH, by James P. Bird: For beginners in high school or college. Previous knowledge of grammar and syntax is not assumed and the lessons, carefully graded, proceed in easy steps. (Doubleday, Page & Co., Garden City, New York. Price \$1.50.)

THE LAWS OF HEALTH and How to Teach Them, by Charles Edward Amory Winslow and Pauline Brooks Williamson: Objectives, content and methods of teaching health in the schools are the main divisions of this teacher text. The book has good and suggestive material with references for further work. Special teachers as well as the class room teacher will find help in this book. (Charles E. Merrill Co. Price \$1.60.)

ENCHANTERS OF MEN, by Ethel Colburn Mayne: This book has not the intriguing title without the intriguing content, as have some volumes. The enchanters discussed fall under the following titles: The Royal Mistress; The Courtesan; The Royal Lady; The Star; The "Egeria." Here, indeed, one gets away from the ordinary biography and finds facts that contain charm, piquancy and a humanness that is very appealing. The love affairs of Lord Byron, Balzac, Pauline Borghese, Lola Montez, Mathilde Mirat (Madame Heine) are among those whose secrets are revealed. The author's style is delightful as she wanders from one great personality to another and portrays their charms and their faults, their successes and failures, and their beauty and weaknesses. No modern love story could have a more fascinating beginning than this, which illustrates the author's ability to grip interest from the first to the last word: "He beheld her first in the window of a fashionable glove-shop in Paris. Sauntering down the street, with that slipshod, easy gait which more than anything else betrayed his Jewish origin, Henri Heine glanced aside and saw a delicate, young face, framed in black hair so thick and heavy that it seemed to weigh down the neck, and lit by large deep-set eyes that were blacker still. Those eyes met his—and he knew that he loved her."

Still frank in her dealing with the character of which she tells, her opening sentence in "Jenny Lind" seems to shed a new light on the famous singer; it makes one look at her from a more impartial viewpoint and view her life from a more impartial angle than that with which we usually begin a perusal of a great person's life: "Shall we confess that Jenny Lind does not attract us? It is a serious thing to confess—a betrayal of our own worldliness, triviality, vulgarity"—etc., but the impression is planted and one senses the reasons as he reads. The student or casual reader will never be bored (nor ignorant either) with a book such as this at hand. (G. P. Putnam's Sons. Price \$5.)

A MANUAL TO ACCOMPANY THE STUDY READERS, by Albert Walker and Mary R. Parkman: The Study Readers were reviewed in a recent issue of this magazine and now appears a Study Manual which gives a helpful presentation of each lesson in this series of silent readers. Suggestions, directions, testing and keys, helps for retarded and for superior readers and study habits, are all given in 269 pages of direct help. (Charles E. Merrill Company. Paper bound copy, price \$.50; cloth, \$.75.)

SINGING GAMES AND DRILLS. For Rural Schools, Playground Workers, and Teachers, prepared by Chester Geppert Marsh: Games, music, illustrations, are presented here in attractive form for the lower elementary grade teacher. The material is suggestive for recreation, drills, action stories and fun. New work may be taken each week with a new development offered each time. (A. S. Barnes & Co., 7 West Forty-fifth street, New York City. Price \$2.00.)



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THE CHILD AND HIS SCHOOL, An Interpretation of Elementary Education as a Social Process, by Gertrude Hartman: Suggestive for experimental procedure in education and divided as follows: The Scientific Basis of Teaching; The Educative Process Bibliography of Sources for Subject-Matter. Third printing. (E. P. Dutton & Co. Price \$2.00.)

THE RUNAWAY BALL, by Mary Foote; **BRUIN'S INN**, by Anne Townsend; **BILL'S CHRISTMAS FRIGHT**, by Frances Stuart: These three plays are safety plays. Simple, dramatic, interesting, they can be easily and inexpensively produced and their value is not in the dramatic project alone, but morals are well brought out and they add to the observance by children of safety rules and regulations. Production may be elaborate or simple but grammar schools with very little equipment can be sure of valuable and entertaining material while these plays are on the market. (National Safety Council, 120 West Forty-second street, New York City. Price \$.25 each.)

SCHOOL HISTORY OF THE AMERICAN PEOPLE, by Charles L. Robbins: History cannot be changed but textbooks telling of it can be and this volume illustrates an effective manner of presenting the history of our country. Each chapter begins with a paragraph of introduction which gives the problem of the chapter. Questions in smaller type are injected at points directing the pupil towards the main point in the paragraph. Summaries, test questions and lists of dates as well as suggestions for further reading follow up the lesson in a definite clinching of the facts. (World Book Company. Price \$1.72.)

DICTIONARY OF BOTANICAL EQUIVALENTS, German-English, Dutch-English, Italian-English, by Ernst Artschwager; **French-English** by Edwina M. Smiley. Here is a convenient dictionary which gives translations of technical terms not usually found in the ordinary dictionary. Botany students can derive help from this work. (The Williams & Wilkins Company, Baltimore, Md. Price \$3.25.)

ESKIMO LEGENDS, by J. Roy. Snell: New legends are a novelty and so we find a book of Eskimo legends a treat which should be of both interest and profit to children. This volume should make a good supplementary geographical reader as one gets many facts of Eskimo life as well as of the Eskimo's curious and interesting beliefs. Pen and ink sketches add to the attractiveness of the book. (Little, Brown and Company. Price \$.80.)

THE PROJECT METHOD IN GEOGRAPHY, by Helen M. Ganey. This is a valuable book to the teacher who, without experience, wishes to undertake classroom project work. Careful and detailed instructions and suggestions are given, all based on tested classroom experience. Some chapter heads will indicate the scope of this brief but authoritative monograph: The Scope of the Project Method, Type Projects, Helps in Motivation, Directed Study, Socializing the Work. (The Plymouth Press, Chicago. 50 cents.)

PAMPHLETS RECEIVED:

PREPARATION AND USE OF NEW-TYPE EXAMINATIONS, A Manual for Teachers, by Donald G. Patterson: New type examinations defined, principles underlying adequate examinations; common forms of new type questions; directions for preparing and using objective examinations, etc. (World Book Company.)

COMMONWEALTH FUND FOR THE PREVENTION OF DELINQUENCY, progress report. (New York Committee of Preventing Delinquency, 1925.)

BROADOAKS, An Outdoor Kindergarten-Primary Training School: An illustrated catalog. (Broadoaks School, 707 La Loma Road, Pasadena, Calif.)

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TWENTY-FIFTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION, January 1, 1924, December 31, 1924. Telling of the Philippine school situation. (Manila Bureau of Printing.)

FREE HAND DRAWING, by Frances Beem and Dorothy Gordon: Book II: A semester's work for second year high school. Gives complete course in design, color, object and figure sketching, lettering and poster work. (Bruce Publishing Company, Milwaukee, Wis. Price \$1.04.)

EDUCATIONAL OPPORTUNITIES OF GREATER BOSTON, Day and Evening Classes for Men and Women, Catalog No. 3, 1925-1926. (Compiled by the Prospect Union Educational Exchange.)

GUIDANCE MATERIALS FOR STUDY GROUPS, How Children Build Habits, by Lois Hayden Meek. Space for notes included and references given. Very helpful material. (Ameri-

can Association of University Women. 1634 Eye street, N. W. Washington, D. C.

THE VISITING TEACHER MOVEMENT, by Mabel Brown Ellis: An excellent resume of work and progress. (Joint Committee on Methods of Preventing Delinquency. 1925.)

HONORING LINCOLN

When all the bands are passing by,
And all the banners wave,
I always think of Lincoln,
The noble and the brave;

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BOOK REVIEWS

HIGH LIGHTS OF GEOGRAPHY, North America, by David Starr Jordan and Katherine Dunlap Cather: The important physical features, the marvels of nature which the child in the upper grammar grades studies about in his textbook, were not always just as they are now. There are interesting stories, wondrous true tales of the forces of nature at work, that explain these features. It is these vivid accounts of origin and change, of why things are in the world as they are, that are contained in this volume of High Lights of Geography. Such stirring accounts should make the study of geography delightful to children by quickening their imagination. It is the romance of nature in geography.

The authors have set out to make children see and understand the everyday things around them—the river beds, boulders, strata on the hillside. In narrative form they treat graphically of mountains, rivers, lakes, of the mineral treasures in the earth, and of life upon the earth. The book supplies that descriptive setting which makes real the forces that have governed man's advance. It is the kind of material that is crowded out of the regular textbook for lack of space, but that explains the basis of geography. (World Book Company. Price \$1.44.)

HIGH LIGHTS OF GEOGRAPHY, Europe, by David Starr Jordan and Katherine Dunlap Cather: Written and illustrated in the same interesting style as "North America," by the same authors, this book carries much more of the fundamental reasons for conditions than the ordinary geography. Both North America and Europe are for use in the Elementary grades and they are all that will be published in the series. (World Book Company. Price \$1.44.)

CARNEGIE STEEL COMPANY'S SAFETY CALENDAR

For the third successive year the Carnegie Steel Company has issued a safety calendar which has as its purpose "to broadcast the gospel of safety, and to more directly instill into the youth of the land the lessons of carefulness and to keep before them the hazards of our daily life." Schools in the ten cities where the Carnegie Steel Company has its manufacturing plants, entered contests and prizes were

awarded for the best safety poster. Twelve of the posters, one for each month of the year, are reproduced on the 1926 calendar. Besides this safety feature, every special day in the year is especially marked and attention called to it by a photograph. The calendar is ideal for a schoolroom as well as every place where children are or where there is any one who needs to be impressed with safety lessons, and where special days have significance.

(1027 Carnegie Building, Pittsburgh, Pa.)

EUROPE, A Geographical Reader for School Use by Vinnie B. Clark: Here is a wealth of well-illustrated material which has been gathered since the World War and which presents a vivid and interesting picture of Europe according to countries. The author states that the aim of the book "is not to teach geographical principles, but to furnish an abundance of concrete, descriptive geographical material from which children under the guidance of their teacher can deduce such principles." The volume is excellent for reference, special material, map studies, in fact it is the kind of material which gives actual life to the study of geography. The volume is well indexed and a wide range of references are suggested. (Silver, Burdett and Ginn Company.)

BEMOL and KUSUM in Children of the World Series, Children of Bengal, by Herbert E. Wyman. This is one of those interesting travel books wherein children actually visit a country and have experiences, the telling of which reveals actual conditions in said country. The region in this instance is around Calcutta. Modern India is found to be as interesting as any of the descriptions of earlier days. Pen and ink sketches add charm to the volume, which may be used as a supplementary reader in the middle elementary grades. (World Book Company. Price \$1.36.)



THE WESTERN JOURNAL of EDUCATION



FEBRUARY, 1926



Portrait from book, "Luther Burbank, Plant Lover and Citizen," by Ada Kyle Lynch

IN HONOR OF LUTHER BURBANK

ACT No. 763.

AN ACT TO ESTABLISH CONSERVATION, BIRD AND ARBOR DAY. An act to establish a conservation, bird and arbor day, and to repeal an act entitled "An act to establish a bird and arbor day," approved March 3, 1909.

SECTION 1. BIRD AND ARBOR DAY—SUITABLE EXERCISES FOR SCHOOLS: March seventh of each year, being the anniversary of the birthday of Luther Burbank, is hereby set apart and designated conservation, bird and arbor day. All public schools and educational institutions are directed to observe conservation, bird and arbor day, not as a holiday, but by including in the school work of the day suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

SECTION 2. An act entitled, "An act to establish a bird and arbor day," approved March 3, 1909, is hereby repealed.

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ARBOR DAY PROGRAM MATERIAL

BY CARROLL DE WILTON SCOTT

Supervisor of Nature Study and Geography of Elementary Grades, San Diego City Schools.

Arbor Day in California

Foreword

The author of this medley would characterize it as merely suggestive, although it has all been used in San Diego schools. A mere catalogue of the material usable in Arbor Day programs would make a volume. Topics omitted here are just as good, perhaps better, than those mentioned. Whatever is nearest the hearts and experiences of the children—that is best. The pageant-playlet is only a friendly challenge to any teacher and her class—if it doesn't suit your tastes or needs modify it or write a better one. So with nature poems. Perhaps the best use of them is to encourage pupils to express their own feelings about the things they love.

Arbor Day is only a special opportunity to open up vistas of appreciation of the outdoors for girls and boys. This is a mutual gain for the pupil and the state. If citizens love the outdoors and enjoy the companionship of streams, forests, birds and harmless animals, they will not want to destroy them wantonly. And when they grow old they will not feel bereft of life, but with Walt Whitman will say truly to those asking what is left to old age, "Nature—that is enough."

CHARACTERS:

California and her Secretary.
Twelve or more attendants of California.
Governor of California.
U. S. Secretary of Commerce and staff.
Luther Burbank and several school children.
Bret Harte, John Muir, Joaquin Miller, Junipero Serra.
Five Tree Planters.
Five Wild Children.
Burbank's Creations—Burbank Potato, Spineless Cactus, Climax Plum, Shasta Daisy, Thornless Blackberry.
School child as Mistress of Ceremonies.

(California with her Secretary of State and her attendants—chorus—comes on the stage, a platform in an open court decorated with flowers and greenery. Secretary sits down to a table covered with books and papers and begins turning over papers. California remains standing. Action and dialogue to be effective must be deliberate and distinct. California especially must have a resonant voice and dignified bearing.)

CALIFORNIA: What have we on hand today, Secretary?

SECRETARY: Madam, this is March the seventh, the birthday of Luther Burbank, set aside by your people as Arbor Day, Bird Day, Conservation Day—one of the greatest days on your calendar.

CALIFORNIA: It is truly a great day, especially for my young citizens. How shall we commemorate it?—But who are these distinguished guests approaching? (Enter Secretary of Commerce and staff with Governor of California.)

GOVERNOR: How do you do, California?
CALIFORNIA: Thanks to you, Governor, and to you, Mr. Secretary, I was never in better health or more prosperous. Welcome, friends.

SECRETARY OF COMMERCE: California, we bring you greetings from the President on this anniversary day. Incidentally we wished to inspect your cupboard.

CALIFORNIA: You will find it quite different from Mother Hubbard's.

SECRETARY OF COMMERCE: Yes, I've often said you could banquet the world, California, and give them a full course from fish to olives. But you must stop this waste—waste of land, waste of water, timber, game, farm products—waste of labor.

CALIFORNIA: I know it, I know it—but let us not be sad. Here comes my most distinguished citizen. (Enter Luther Burbank with several school children. He has a bouquet of pink gladioli in his hand. He shakes hands with the Governor and Secretary of Commerce and introduces his young friends, then presents the flowers to California.) Thank you, Mr. Burbank. Is this your latest creation?

BURBANK: No, just one of my favorites. I was ten years in creating this gladiolus. This flower was chosen from a million plants. I have named it in your honor, California.

CALIFORNIA: Thank you for the honor, Mr. Burbank. You see, when Mr. Burbank wants anything, he has only to wave the fairy wand of science and behold—it is here!

BURBANK: I am sure then that California has been my fairy godmother. I could not have done my work without her assistance.

CALIFORNIA: You must not spoil me with compliments. (Startled)—But who are these old men approaching? (Enter John Muir, Joaquin Miller, Bret Harte, and Father Serra.)

MUIR: Why, California, have you forgotten us?

CALIFORNIA: Well, well,—I was a bit surprised—welcome John Muir, welcome Joaquin Miller, welcome Bret Harte, welcome Father Serra. Forgotten you? Not while I have a memory for greatness.

SERRA: Well, I for one feel as much alive today as I ever did.

CALIFORNIA: You are certainly more famous, father. The good are immortal.

MILLER: The truth is, California, we just couldn't stay away any longer. We thought this was a good day to come. I made up a little toast to Mr. Burbank as we came along. Would you like to hear it?

CALIFORNIA AND OTHERS: Indeed we would.

MILLER:
We salute you, neighbor, seer,
Mighty toiler molding here
Gifts for all the sons of men
Centuries beyond our ken;
Looming by the western sea
Like a giant redwood tree.

(The group applauds.)
HARTE: Well done, Joaquin.

GOVERNOR: He has a subject worthy of his muse. By the way, Mr. Miller's lines recall to my mind Mr. Harte's poem to the madrone tree, a favorite of mine. Would you recite a stanza for us, Mr. Harte?

Topics for Short Talks

1. Life Story of Luther Burbank. (Menor Magazine, August, 1923.)
2. Trip Through a California National Park with map, pictures, specimens. (U. S. National Park leaflets.)
3. California Redwoods and Redwood Parks. (Arbor Day State Bulletin, February, 1920.)
4. Some of Burbank's Famous Creations, showing how they were produced. (Slosser's "Luther Burbank and His Plant School.")
5. A California Indian Legend of some bird, animal, tree or place. (Chandler's "Reign of Coyote.")
6. Recite a poem you like about a tree, flower, bird or animal of California. (Poems of Chas. Keeler, Bret Harte, Edwin Markham, Ina Coolbrith, Joaquin Miller.)
7. Problem of Protecting California Forests from Fire. (Forest Fire Prevention Handbook, 1923.)
8. Audubon and the Work of the Audubon Societies; bird friends of gardens and trees. (Bird Lore Magazine.)
9. Protecting the Game and Fish of California—laws, sanctuaries, hatcheries, etc. (Bulletins of California Fish and Game Commission, Sacramento.)
10. Wild Flowers of California, illustrated with specimens, paintings, folk lore, emphasizing preservation. (Books by Saunders, Chandler, Parsons.)
11. John Muir and His Trips in the Sierras and Alaska. (Books by Muir—Stick-keen, My Boyhood, Mountains of California.)
12. Famous Native Trees of California. (Jepson's "Trees of California"; Bulletins, State Forester, Sacramento.)
13. Introduced Ornamental Trees of California. (Pratt's "Ornamental Trees of California.")
14. Pioneer Plant Introductions—Missions, Pioneers, Navel Orange, Smyrna Fig, etc. (Wickson's "California Fruits.")
15. How I Raised a Garden—my trials, problems, successes, joys.

HARTE: I believe I can. (He recites the first stanza of "Madrono"):

Captain of the western wood,
Thou thatapest Robin Hood!
Green above thy scarlet hose,
How thy velvet mantle shows;
Never tree like thee arrayed,
Oh thou gallant of the glade!

(Just as Harte finishes speaking, five of Burbank's creations push through the crowd calling, "Daddy, daddy, where are you?" They snuggle about Burbank. They are Burbank Potato, Burbank Plum, boys; and Spineless Cactus, Shasta Daisy and Thornless White, girls.)

BURBANK: Oh heavens! these children tag after me wherever I go. I hope they will not annoy you, California.

CALIFORNIA: Not at all. We are proud of them, Mr. Burbank. Let them come out and show themselves. We may have visitors who have not seen them. Besides, children should be heard as well as seen.

BURBANK: All right, children. You owe much to California. (The Burbank children come forward. They are rather slow and dignified. They speak their verses and then together execute a little dance for the company.)

THORNLESS WHITE:

I once was prickly and black as night,
But now I'm a lady all gowned in white.
(Makes courtesy.)

SHASTA DAISY:

I used to be a simple maid
In eastern meadows running wild;
Now see me like a queen arrayed
And Mr. Burbank's favorite child.

SPINELESS CACTUS:

I used to grow on stony hills
And helped to guard the wood-rat's door;
You see me now on model farms
And sometimes in the candy stores.

BURBANK PLUM:

Why I used to be good-for-nothing as scum,
But now I'm a gentleman Burbank plum.

BURBANK POTATO:

I was once just a common Irish spud
But now I can boast distinguished blood.

(Just as the dance is finished, a warwhoop and yells are heard and a lean and wild-eyed company appear and threaten the lives of the Burbank children, who are scared and try to retreat under Burbank's protection. The savages are Scrub Potato, Prickly Pear, Wild Plum, Oxeye Daisy and Wild Black. They rush toward the cultivated children screeching and raising their arms several times. At every demonstration the Burbank children cower and cry. Scrub Potato doubles his fist and calls to Burbank Potato to "come out and fight, coward"; Wild Black calls Thornless White "Po' white trash.")

CALIFORNIA: Sergeant, look after these hoodlums. (Sergeant-at-Arms comes forward and the savages scamper away with random yells. When quiet is restored, Mr. Burbank holds up his hand for silence.)

BURBANK: Friends, this is a good reminder of how all of us can revert to savagery. These cultivated children would soon go wild also if they were not protected and nurtured. Civilization imposes upon us eternal vigilance. (When Burbank finishes speaking, a school girl, who is Mistress of Ceremonies, approaches as though to speak.)

CALIFORNIA: What is it, my child?

SCHOOL CHILD: California, you know what our fathers are doing to save and develop our resources. They are studying the needs of plants and soil and animals at our State University and its branch experiment stations. They are trying also to protect the forests from fire and poor lumbering, to irrigate arid lands, to plant and protect fish and game in parks and mountains. Boys and girls can do their share also in preserving the wealth and beauty of California. Perhaps you would like to come and see what your school children are doing all over your state today.

CALIFORNIA: Yes, we would. Let us go, gentlemen. (Following the Mistress of Ceremonies, the company assemble where a tree is to be planted.)

SCHOOL CHILD: We shall plant here a native evergreen tree as a symbol first of conserving our timber supply by reforestation and second of protecting everywhere the wonderful native trees of California. (Five little children dressed as gardeners come out with trowel, hoe, spade, sprinkling can and a potted tree—native pine, oak, holly, rhus, cherry. They sing the "Planting Song" to the tune of "How Does My Lady's Garden Grow," accompanying the song with pantomime at suitable places.)

PLANTING SONG

How do you think we plant a tree?
How do you think we plant a tree?
Why first we dig a hole as big
And deep as we need it to be.

Next we the little roots outspread,
Next we the little roots outspread;
With fine soil damp we fill and tamp
And so make a firm little bed.

Then scoop a hollow about the base,
Then scoop a hollow about the base,
And soak the ground with water round
To settle each root in its place.

That is the way we plant a tree,
That is the way we plant a tree;
But you must tend it like a friend
Or it will soon wither, you see.

(The gardeners plant the tree. When the tree is planted a child stands by it and recites):

THE NATIVE EVERGREEN

Before the white man claimed the land
I grew on the canyon slope
And in autumn added new hope
To the Indian harvest band
Who gathered up my fruits
In baskets in the Month of Roots.

And long before the Indian's day
The wild bee sought my pollen dust
And the thrasher from my branches woke
Dawn echoes with his lay,
And the earliest autumn gust
Scattered my seeds for the squirrel folk.

Aye for many a thousand year
I've enlivened the summer scene
With shade and a glint of green;
For I am fitted to survive
The flame of drought and have no fear.
With your protection I will thrive.

SCHOOL CHILD: Trees easily suggest birds, and if you will step over there (pointing) we will dedicate our bird fountain. (When the audience has assembled, another child recites):

THE BIRD FOUNTAIN

We dedicate this fountain to our friends
Of garden, canyon, mesa-plain,
The phoebe, goldfinch, mocking-bird and wren
To serve them when there is no rain.

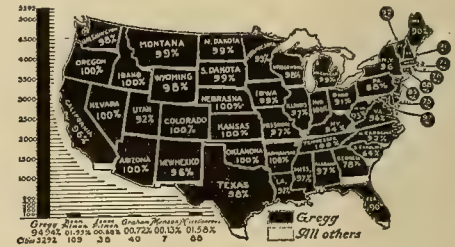
We know they'll always give us in return
Some cheerful note of gratitude,
And sometimes near us they may build a nest
And seek our help to raise their brood.

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We hope this fount will ever be a shrine,
Symbol of mutual aid and love
Between all nature lovers and their friends—
The birds of valley, hill and grove.

(Several children dressed as birds respond with a song to the tune of "I Had a Little Nut Tree"):

BIRD SONG

We thank you boys and maidens
And we will do our best
To sing appreciation
When we come here to rest.

For in the summer season
We suffer much from thirst;
But now instead of fruit trees
We'll seek your fountain first.

We're happy that you love us,
We hope you will always;
And now once more we thank you
And bid you all good day.

SCHOOL CHILD: We want the world to be as cheerful and beautiful as we can make it. Birds and trees and wild flowers help to make it so. You are fortunate, California, in having so much wild land that will always be nature parks and playgrounds. This idea is expressed in a poem called "Poppies":

Poppies, poppies for you and me:
Fields, acres, miles of bloom
Lovingly spun of rain and sun
On California's loom.

Ah, but the poppies we ne'er shall see!
When all was Nature's own,
When April came to a land aflame—
For her the glory shone.

Yet, poppies forever there will be!
The plow can never go
On many a plain from mount to main—
Thank God, He willed it so.

But around our cities the wild flowers are disappearing. People persist in picking great wasteful bunches in the spring. It is hard to teach them how selfish this is. Perhaps John Muir could help us.

MUIR (quoted from Muir's "Mountains of California"): "When I came to California the great central plain during the months of March, April and May was one smooth continuous bed of honey-bloom so marvellously rich that in walking from one end of it to the other, a distance of more than four hundred miles, your foot would press about a hundred flowers at every step. You seemed to be wading in liquid gold." (End of quotation.) But they have gone the way of the Indian. Some pitiable remnant of them still linger in our mountains—go there and see them and the trees, the grand trees and the birds and squirrels and streams. What can you do? First take as your motto, "The Wild Flowers are Ours to Enjoy, not to Destroy." Second, plant them around your homes and in parks and at your school houses—flowers like the poppy, godetia, gillias, clarkias, daisies, sea dahlia—shrubs like Christmas berry, torrey pine, rhus, cherry and elderberry—they will grow without irrigation and give food to your birds.

SERRA: May I add a word? While you are saving do not forget your historic landmarks—the old missions, forts, irrigation ditches—the precious monuments of civilization on the western coast. Remember that the first olive and palm trees planted in California about 1775 are still growing at the San Diego Mission.

CALIFORNIA: Children, here is work aplenty for your hands.

SCHOOL CHILD: We shall try to be worthy, California, of our great inheritance. Now let us all sing a toast to our beloved California. (They sing to the air of "Auld Lang Syne"):

From Silver Gate to Shasta's crown
From grand Sierran wall
To western foothill green or brown
Your charms all men enthral.

Chorus:

We love you, California dear,
In fame and treasure great,
And we will guard you many a year,
Beloved Golden State.

We love your mountains dark with pine
Your desert's lone expanse,
Your valleys rich with home and vine
All glowing with romance.

(All participants and as many others as may be costumed for the occasion as foresters, gardeners, tourists, native sons and daughters now form in a pageant-march with California and her court at the head. This may end the celebration or be the beginning of a sort of festival where individuals and groups render dances, songs, recitations and games after the manner of an old Spanish-California fiesta.)

HINTS FOR THE "DO SOMETHING" CLUBS

Write an Arbor Day play and give it in the auditorium. Subjects to dramatize: Scenes in Burbank's Life; Experiences of a National Forester; Pageant of Trees, each one telling what it contributes to us.

Determine the favorite street trees of your town or school district by having members of your class take a census of trees block by block, presenting the results on Arbor Day with criticisms and recommendations.

Make a labeled exhibit at your school of: Burbank's creations; trees and shrubs of the district; wild plants in bloom; potted plants your class have raised; important honey plants; weeds.

Plant a tree or shrub at school or in a public park, dedicating it to a prominent person who is invited to be present and accept it.

Draw a map of the world, printing on it the names of well-known plants in California, showing how we gather plants as well as people from every quarter of the globe.

Decorate the school-room appropriately for Arbor Day.

Start a garden at home or help take care of one.

Make a list of the birds of your neighborhood, telling the habits and value of each; put up a drinking place for them.

TRAVELERS AND GLOBE-TROTTERS

There were great travelers and probably globe-trotters long before men invented ships and aeroplanes. I can only suggest a few of them. Others can follow up the various travelers. I suppose the swiftest travelers are the migratory birds. Some of them, like the shore birds—plovers, terns, sandpipers—follow the seasons almost from pole to pole. Some shore birds—for instance, the sanderling, knot, species of plovers, and phalaropes—are almost cosmopolitan, showing that they have been adventurous travelers in the past.

Then we might consider the insects—small folk but hardy and persistent. If numbers ruled they would rule the world. Some of them are costly pests and the quarantine departments of our horticultural commissions are kept busy refusing entrance to injurious scales, flies and beetles that are continually knocking at the doors of our ports. But in spite of men and their restrictions the cabbage butterfly of Europe flourishes all over North America and the American monarch butterfly has spread to every important country.

Mammals are slower in getting about nowadays. Yet remember how the rats and mice have flourished. But in the far past they, too, have been great travelers. Scientists say that camels and horses started in North America and spread to Asia and Europe, while the bears passed them on Behring Sea bridge on their way to America. As for domestic animals man is covering the globe with them.

The plants have not been outdone by the moving creatures. Before men came they traveled on storm winds, the feet of birds, the coats of animals, the floods of rivers, crossing oceans, continents, mountains, deserts. But man is the greatest help to ambitious plant travelers.

Botanists show us how the flora of our state is changing right before our eyes and old residents know the botanists are right. Our flora began changing in 1769, when the first garden was planted by the Spanish padres. From the old mission gardens plants like black mustard, horehound, sweet fennel, castor bean and tree tobacco escaped and became naturalized. In the mission fields were planted filaree, bur clovers and wild oats from Europe as forage plants. These spread rapidly until now they are in every part of the state. With the Spanish came also the first weeds from Europe via Mexico—malva, pigweed, sow-thistle, knotweed, thistles, pests that follow man wherever he goes.

For a century and a half immigrant plants have been arriving in California with immigrant people. Hundreds of kinds have been brought to stock orchards and parks; hundreds of others have slipped in without being invited. Today hundreds of varieties of weeds make life strenuous for the farmer and gardener. A dozen kinds of brome grasses without value as cattle food have swept over the hills and plains like a plague, choking out native grasses and delicate annual wild flowers like poppies, creamcups, paint brushes, gillias and nemophilas that used to be everywhere the glory of California springtime. Our state department says three new weeds arrive every year, one of which is a serious pest.

THE PEPPER TREE

A pioneer from a tropic shore
Easily taking a native's ways;
Humble enough for the homeward door,
Beautiful, earning each man's praise.

Ever the same as the seasons go;
Willowly branches trailing in sheaves,
Sport of the tenderest winds that blow,
Netting the sunbeam through lacy leaves.

Ripening clusters of coral beads
For winter days when color is rare,
Shedding romance of Mission deeds
Over the hurrying thoroughfare.

THE OLIVE TREE

When Mission walls, defying human art
Shall crumble, brick on tile again to dust,
The olive will remain; as great a part
To play for men as wheels and bars that rust.
Gift of the Padres, token of peace and health,
Filling the land with beauty and honest wealth.

CALIFORNIA FLOWER FOLK
NAMES AND LORE

"What's in a name"?—history, superstition, legend, poetry.

Bisnaga. "Barrel Cactus." "Water barrel of the desert."

Bulbs—of wild hyacinth, brodiaea, camass, desert lily, mariposas—called "roots," eaten raw or roasted in hot ashes by Indians.

Cascara Sagrada. "Sacred Bark." "Wild Coffee." Valuable laxative.

Canchalagua. Tea from dried leaves, a remedy for fever by Indians and Spanish Californians.

Chia. "Sage." Seeds eaten by Indians.

Cherry—Holly-leaved. "Islay" (is-lah-ee). Kernels of fruit used for food by Indians.

Dock. Indians used root for tanning buckskin.

Elderberry. Fruit eaten by Indians and blossoms made into tea for fevers.

Gumplant (grindelia). Used internally as tea, externally to relieve poison-ivy poisoning.

Holly. "Christmas Berry." "Toyon." Indians ate berries toasted or boiled.

Horehound. Native of Europe. Tea from leaves used for colds.

Immigrant Plants. Pimpernel, sweet fennel, filaree, windmill, pink, bur clover, mustard, wild radish, star thistle, mullein, artichoke from Europe; brass buttons and fig marigold from Africa; tree tobacco from Argentina; castor oil bean from Asia.

Lemonade Berry. Drink made from ripe berries. Another Rhus called "Squaw Bush" used in making baskets.

Milkweed. Fiber from inner bark used by Indians for making string.

Miners' Lettuce. Leaves eaten raw by Indians or as salad boiled and seasoned by pioneers.

Mustard. Mission introduction, escaped from gardens.

Manzanita. Berries eaten by Indians; made into jelly by mountaineers.

Mesquit. Indians used beans for food, sap for dye, wood for fuel.

Oaks. Acorns of all species chief food of California Indians.

Owls Clover (Orthocarpus). Spanish name "Escobita," meaning little broom.

People—plants commemorating famous men. Fremontia californica (John C. Fremont); also Fremont Cottonwood. Clarkia elegans (Captain William Clark). Lewisia rediviva or Bitter-root (Meriwether Lewis). Whipplea modesta (Lt. Amiel W. Whipple). Douglas Fir and Douglas Coreopsis (David Douglas).

Poppy. Spanish name, "Copa de Oro," cup of gold.

Prickly Pear Cactus. "Nopal." Fruit eaten by Mexicans and Indians.

Rattleweed. "Locoweed." Often makes animals that eat it insane.

Rattlesnake Weed (Euphorbia). "Fairy Mat," leaves as poultice for snake bite.

Soap-plant. "Amole." Bulbs crushed for use as soap.

Sage—black, white and purple. Seeds

parched and ground into meal for mush and cakes by Indians.

Thorn-apple. "Wild Datura." "Toluache" (to-loo-ah-cha). Stupefying drink from leaves by Indians.

Tobacco. Wild species smoked; only plant cultivated by aboriginal Indians in California west of Colorado River.

Turkey Mullein. Leaves placed in water to stupefy fish by Indians.

Yerba Buena. "Good Herb." Leaves made into tea for colds.

Yerba Manza. "Herb of the Tamed Indian." Leaves remedy for coughs, colds, internal disorders.

Yerba Santa. "Holy Herb." Tea from leaves remedy for bronchial troubles.

Yucca. "Our Lord's Candle." "Quiote" (kee-o-ta). Yuccas as well as Mescal (Century Plant) prized by Indians for food and fiber.

A BOY SCOUT CONSERVATION
TALK

A short time ago a boy of fourteen announced openly in a classroom that he had killed a roadrunner. I asked him why. He answered, "To see how it looked." At first I was so angry I did not speak. To violate our state game law by killing a harmless, picturesque, famous California bird just to examine him for a few minutes and then toss him away—it was so cruel, wasteful and selfish.

When I did speak I told the class about my pair of pet roadrunners that live near my ranch and trot daily by my house, chasing grasshoppers, picking off tomato caterpillars from my vines, now and then catching a mouse or a gopher. How they build their nest every year in a clump of cactus near my fence. Also how a man at Ocean Beach, San Diego, has tamed a pair of roadrunners so that they come out of the brush at his call to get a mouse and have rewarded his kindness by building their

nest and rearing their young ones for two years on a shelf in his garage.

Then I remembered that thirty years ago I had done the same thing this boy had done. But how different the circumstances. Then there were no books on western birds full of accurate colored pictures. A camera was a costly machine hardly available for a boy. There were no museums that I could visit where one could observe life-like mounted specimens. No zoos where I could meet a live roadrunner face to face. No traveling school cabinets. No laws protecting harmless birds and their nests and no talk of protecting birds. No Audubon societies, no bird magazines.

Even today it would be justifiable for a professional student of birds to kill a limited number of specimens of certain birds, but luckily for the roadrunners such naturalists are comparatively few. Besides such a student would have a state or national permit and a serious purpose in view. For the vast majority of boys who wish to know the wild life of the outdoors it is no longer lawful or necessary to kill a bird "to look at it." With our population leaping forward in swift bounds, we cannot do the things today that were quite natural for the pioneers.

I should like to see Boy Scout naturalists as leaders everywhere in championing the rights of birds and animals; or to put it differently, getting behind our game laws and helping to create a sentiment in favor of them. Our laws protecting harmless and beneficial wild life are made for the good of all, so that we as well as those who come after us can take pleasure in fields and forests not stripped of their native flowers, birds and animals that give them interest and beauty. Every Boy Scout should consider it a duty and an honor to stand for the conservation of trees, flowers, birds, animals and scenery that everybody loves. And this means to obey and urge others to obey the laws we already have protecting the wild things.

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EDITORIAL NOTES

Harr Wagner

The exodus of school men and women from California to the N. E. A., Washington, D. C., is on. There will be a large representation from California, including Superintendent Joseph Marr Gwinn, Mary Mooney, Dr. Leonard Lungren, Alice Farno, Fred M. Hunter, H. B. Wilson, Julia Hahn, etc.

The State Board of Education met at Los Angeles February 1, 1926, and adopted "The Human Geography," by J. Russell Smith, for the fifth grade. The adoption of civics was postponed until April. The board met in the attractive rooms of the City Board of Education of Los Angeles. Superintendent Mrs. Susan Dorsey generously entertained the members of the board at luncheon, showed them the Frank Wiggins Vocational School, and proved a charming hostess. The interest in the adoption was intense. State Superintendent Will C. Wood took an active interest in the meeting and created a sensation when he announced that the State Legislature appropriated the Text Book Fund to the Superintendent of Public Instruction and not to the Board of Education. The Board of Education had the power to adopt, but did not have control of the text book fund. Mr. Wood, however, stated that he would co-operate with the State Board of Education in every way possible, and there seemed to be less lack of harmony than at previous meetings. The discussions of the state board were in open meeting and made the sessions quite interesting to the educators and bookmen who were "listening in."

The Regional Conference for Adult Education met at Hotel Fairmont February 8 and 9. There was a good attendance.

The schedule of hotel rates for conventions, notably those advertised in N. E. A. Journal for the Philadelphia meeting, are prohibitive, extortionate and unfair. San Francisco and Los Angeles are about the only two cities left that do not profiteer on conventions.

Emery Filice of San Jose has written, and the Harr Wagner Publishing Company has published, "The Whirlpool," an essay. Price \$1. The sub-title to this book should be "As Man Thinketh," for it is an interesting discussion of man and his relation to the philosophies of the world, especially evolution. Mr. Filice has a wonderful vocabulary and his book will interest a large class of people who are reading on evolution. Mr. Filice is a young man, under twenty-four years of age, and we predict for him a brilliant future, provided he uses his remarkable vocabulary for themes based on human experiences.

One of the important publications of the year will be the Study Guide for Problems in American History, a pupils' manual based on Beard and Bagley's History of the American People, by Lena A. Ely and Edith King, teacher of American history in Central Union High School, Los Angeles, and Martin J. Stormzand, professor of education, University of Southern Califor-

nia; published by Harr Wagner Publishing Company. Cloth, \$1.25 net; paper with cloth back, 80 cents net. There is also a Teachers' Manual. This work has been carefully prepared by class room teachers and it will be a very important contribution to the teaching of American history.

A Handbook for Californians, a Key to the Pronunciation and Meaning of Spanish and Indian Place Names, by Gertrude Mott (Mrs. F. K. Mott) of Oakland, with a foreword by Dr. H. E. Bolton, University of California, is a book of unusual value; 116 pages 4 by 6, bound in cloth, India tint paper. Price \$1.25; Harr Wagner Publishing Company.

Mrs. Gertrude Mott has spent several years in gathering these names from original sources and in arranging them for publication in convenient form. The names of counties, cities, rivers, capes, mountains, and noted Spanish people are arranged alphabetically. The book will have a strong appeal to the tourist, the teacher and club man and woman and all who desire to pronounce our musical Spanish and poetical Indian names, and to know their exact meaning.

Teachers should not fail to order from the library or direct from book stores or the publisher, the Luther Burbank Birthday Book, published by the Harr Wagner Publishing Company, price \$1, by Ada Kyle Lynch. The book contains a fine portrait of Burbank, songs, programs, and source material for celebrating Burbank and Arbor Day.

Miss Jennie Malaley, county superintendent of schools of Yuba county, has arranged with the Sacramento Junior College to give a course in Educational Tests and measurements in Marysville. The course will be under the University Extension Courses and will be given by Mr. E. C. Overholzer of the Sacramento Junior College. Superintendent Malaley reports that a great deal of interest is shown by the teachers. Marysville teachers and Yuba City teachers are enrolling, as well as those of the rural schools of Yuba county.

The Kate Kennedy Club of San Francisco gave a luncheon to Mrs. M. M. Fitzgerald, recently appointed deputy superintendent of schools, and to Reginald Webster, recently retired from the deputyship and the school department after years of service as teacher, superintendent and deputy. Katherine Ball, Mr. Webster, Superintendent Gwinn, Mrs. Fitzgerald made speeches. It was an interesting gathering. Miss Genevieve Carroll presided.

Ethel Salisbury and her assistants, Hazel Aldrich Finnigan and Frances R. Dearborn of the Los Angeles Course of Study Bureau, have recently issued Vol. 3, No. 1, of Course of Study Bulletin, especially devoted to citizenship. A unique and interesting part of the bulletin is devoted to A Survey of Citizenship Errors.

Example

1. Picking neighbors' flowers on the way to school.
2. Cheating in arithmetic.
3. Trespassing on neighbors' yards.
4. Stealing lunches.

5. Interrupting.
6. Bullying.
7. Mutilating desks.
8. Being impudent.
9. Skipping school.
10. Disobeying.

"Honesty," by Hazel Aldrich Finnigan, is based on Building Standards from Real Experience, and Frances R. Dearborn contributes several pages on variations of disciplinary treatments, and a type lesson on "Joe and His Scooter."

ECONOMY AND EFFICIENCY TO BE NATIONAL SCHOOL KEYNOTE

Elimination of the wastes and increase in efficiency in the expenditure of the Nations \$2,000,000,000 annual bill for public school education is to be the keynote of the work of the National Commission on Economy and Efficiency of the Business Administration of School Systems, according to an announcement issued from its headquarters in the Department of the Interior building recently. The commission has been appointed by the joint action of Secretary of Commerce Hoover, Secretary of the Interior Work, and Dr. Frank W. Ballou, president of the Department of Superintendence of the National Education Association.

It is the unanimous opinion of the members of the commission that although the American people have faith in the public schools the cost has become so great that approval of continued rapid expansion along present lines is by no means unanimous. There is an insistent demand for the adoption of the fundamental principles of good business management in the administration of all school systems. It is felt that while the taxpayers are ready and willing to meet the present annual bills they will only agree to any considerable increase in these bills if they can be assured that the money is being expended wisely and that the product is the best that money can buy.

For these reasons the first questions which will be dealt with by the commission will have to do with a comparison of present-day methods of school administration with the practices in vogue in large industrial and commercial establishments. By such comparisons the commission hopes to point out economies which might be effected without any depreciation of the quality of education given. Such economies would result in making additional funds available for the expansion of the school plant without adding to the present burden of the taxpayer.

Santa Barbara County School News is the title of the new county school paper which has just been issued. The four-page paper is to be issued twice a month, according to County Superintendent of Schools A. S. Pope.

The new Sunset school at Carmel was dedicated recently before a gathering of some three hundred citizens. Miss Mary Powers is principal of the school.

Don Nugent, principal of the Arroyo Grande schools, was elected president of the new county school organization which was recently begun in San Luis Obispo county. S. S. Stansell, principal of grade schools in Paso Robles, was elected secretary-treasurer.

"CHILD ACCOUNTING IN ANAHEIM SCHOOLS

By Franklin Howatt

"Child accounting," as recently introduced in the Anaheim grammar schools, is declared by its proponents to be the latest "wrinkle" in measuring the steps taken by pupils on the ladder of education.

By use of this system, "hit-and-miss" is done away with in the teaching of children, teachers are able to understand better the capabilities of their pupils and to check the effects of their work and public school instruction is brought more closely to the ideal of educators, "individual instruction."

First steps towards the incorporation of this system into the fabric of the Anaheim educational system are now being taken by teachers of the grammar schools of the city under the supervision of Superintendent of Schools Melbourne A. Gauer, who initiated the move, it was revealed recently.

Two classes of mental tests are the basis of the "child accounting" system and teachers of the various city grammar schools have just completed giving these to their pupils. Preparation of the permanent card index records which will keep the results of the mental examinations for future reference and guidance, is now under way, and when completed every pupil in the Anaheim grammar school system will be accurately classified as to his "mental age," and his "educational age" and the respective relationship of these to his "chronological age," Mr. Gauer declared.

To determine the "educational age" of the pupil the Stanford achievement test is given, and for revealing the "mental age" either the Tintner-Cunningham test, the National Intelligence test or the Terman test is given, according to the grade in which the pupil is registered.

The Stanford Achievement test, which is designed to reveal how far the pupil has actually progressed in the assimilation of the education to which he has so far been "exposed," is perhaps the best known test of its kind in existence today. It was originated by Truman L. Kelly, Giles M. Ruch and Lewis M. Terman, three noted educational psychologists, and has been found to be better than 90 per cent accurate, determining the actual educational age of a child without more than two months variation, Mr. Gauer said.

The "Mental Age"

The Tintner-Cunningham Mental test, the National Intelligence test, and the Terman Mental test, are three of the best known systems for revealing the actual "mental" age of a child and are also the work of other eminent child psychologists, it is said.

"A child's educational age should be equal to or above his mental age and both should be in the same relationship to his chronological age," Mr. Gauer said. "If, however, it is found in any case that this is not true, special stress should be given by instructors in those points in which the child has demonstrated a weakness in an effort to render him fully 'rounded.'"

"Many children are found whose inherent capabilities render them totally unfitted

The Clapp Drill Books in Arithmetic

By FRANK LESLIE CLAPP

Professor of Education, University of Wisconsin

These exercises are based upon Professor Clapp's well-known study of the number combinations. The series includes a separate book for each of Grades IV to VIII, inclusive, and a Teacher's Manual.

Each book contains exercises in addition, subtraction, multiplication, division, and (in the proper grades) fractions and decimals. Each of these exercises is suited for a drill period of from three to ten minutes. Also each exercise is standardized for accuracy and speed and may be used as a standardized test as well as a drill.

In addition to the exercises each book contains three hundred concrete problems of a miscellaneous character.

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for certain types of school work. These should be directed into lines of endeavor in which they can realize the best of their talents and not be held back because of deficiencies which time will never be able to remedy.

Practice Opposed

"Others are found who are exceptionally quick in assimilating the work ordinarily assigned in the school course. These should be allowed to develop their talents to the full and not be bounded by the average capabilities of the class in which they find themselves.

"I am unalterably opposed, however, to the forcing ahead of so-called 'bright' students, for they are much better off to remain with students of their own social class. They can, however, be given an enriched course without being pushed ahead into a higher grade.

"Our purpose in giving these tests to pupils of the grammar schools is mainly to determine whether or not our system of grading is accurate. The class work done by the pupils and the teachers' judgment are both considered with the tests in determining their proper grading.

Scientific Grouping

"We are endeavoring to group together, within each grade, those pupils whose capabilities classify them as slow, medium or fast.

"The slow student, we feel, should be directed gradually into vocational lines. It is impossible, however, with our lack of facilities along these lines for much to be accomplished in this regard at present. We have established a 'community mechanics' department under the leadership of Roy V. Mize, which is one step in this direction. In this class elementary instruction in various vocational subjects, such as manual training, wiring, plumbing, and so forth, is given."

Results of the tests just completed are to

become permanent records in the school files and from time to time further tests will be given and the progress of the students and the efficiency of the teaching staff closely watched, Mr. Gauer said. This system, he said, is widely in use among the larger educational institutions of the country. "It is one of the greatest steps ever taken towards the prevention of the tragedy of misfits in practical life," he stated.

The new academic building belonging to the high school group in South Pasadena, where George Bush is superintendent, was opened recently. The building cost \$160,000 and has a large library, public speaking hall, more than twenty class rooms, conference rooms for teachers and a dining room which will accommodate one thousand persons. A number of new teachers have been engaged to teach in the building.



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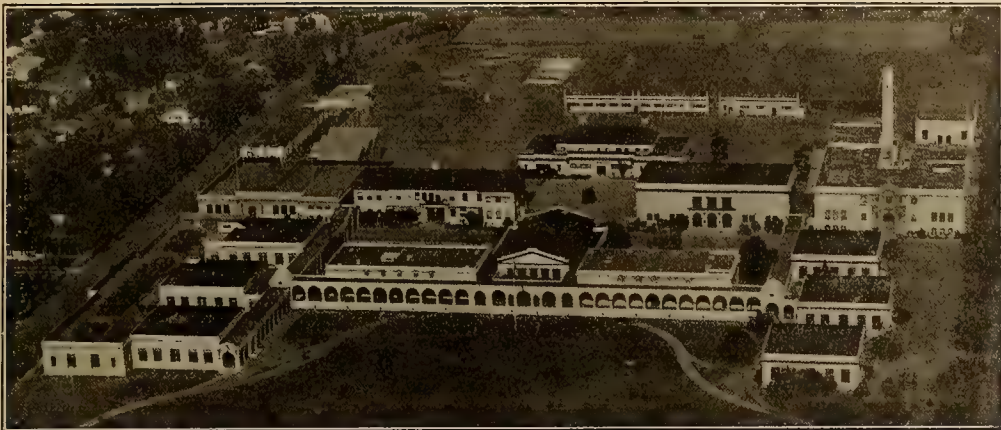
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Aeroplane view of buildings of the Fullerton Union High School. The group, as shown in this picture, is incomplete. The three buildings on the near right hand side are to be connected by a series of rooms similar to those connecting the buildings on the front left hand side. In the rear left hand corner of the building plot proper note swimming pool in process of construction. This pool will be flanked on north, south and west by gymnasium now in process of construction. Ground floor of gymnasium covers an area of 214x219 feet. Just north of the swimming pool note a battery of ten cement tennis courts, the finest equipment in that line to be found in a public school in the state. Two walks, leading to no place in particular, cross the front lawn. These are remnants of an earlier plan of building and are now being removed. The campus covers an area of twenty-one acres. Louis E. Plummer is principal of the Fullerton Union High School and C. A. Marcy is district superintendent of schools.

FULLERTON UNION HIGH SCHOOL

Both parents and all taxpayers are encouraged to visit the Fullerton Union High School by the principal Louis E. Plummer.

Among the most interesting buildings on the campus is the recently completed gymnasium, which is modern in every respect. It was built at an expense of \$122,000, at least \$18,000 being saved, it is claimed, by employing day labor. The swimming pool, which cost \$17,000, is declared to be one of the finest in the Southland.

A laundry, operated in connection with the pool, is expected to pay for itself in one year, by the amount it saves the school for this service. Every bathing suit is laundered before it is used again.

Well Equipped

Both the girls' and the boys' gymnasiums are well equipped for sports, and many lines of physical education are emphasized. For those who are not normal, or who have physical defects which can be remedied by proper exercise, corrective rooms have been provided. The high school band has its practice room in the gymnasium, and seating space is available for 700 persons so that games may be watched from the balconies or rallies held there.

In the print shop one can always find an interested group of boys, learning to operate the machines. Two linotypes, two job presses and a cylinder press have been installed for the use of the students. The classes devote much of their time to work on the school paper, the Weekly "Pleiades," copy for which is prepared by those studying journalism.

Pottery Course Popular

The pottery rooms adjoining attract not only the young people but many adults as well. All sorts of pottery is made, the clay being mixed at the school since according to the instructor, Glenn Lukens, it is very difficult to obtain the proper type for the work. The china and pottery are baked in gas kilns.

No department has more to show for its accomplishment than the manual training departments, which comprises several shops. Woodwork is done in one; machine work in another; iron work in the foundry and many of the boys devote their time to

working on automobiles or doing repair work on school vehicles.

One ambitious group is now putting a special low gear in a second hand machine, which they feel confident when completed will make the Lake Arrowhead grade in high speed.

SAFETY WORK IN LOS ANGELES SCHOOLS

Cooperating with the Los Angeles school department, the Automobile Club of Southern California, has furnished over one million pictures, covering a range of twenty-four titles. These pictures, which are for the purpose of teaching safety, have been sent to the kindergarten-primary department and, under the direction of M. Madilene Veverka, supervisor of kindergarten-primary grades, are being used to teach safety lessons in a unique and interesting manner.

The pictures, which are three by four

inches, are in black and white, and each carries a definite safety suggestion which the children carry out in story-work.

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BIRD STUDY IN SOUTHERN CALIFORNIA

That birds will travel thousands of miles on a migration and return the next year to the same locality only fifty feet in diameter is one of the many, interesting features of bird life revealed through bird banding and noted by Wright M. Pierce of Pomona College, vice-president of the Western Bird Banding Association, who is appealing for the cooperation of ranchers and hunters throughout the Western States in aiding research work being conducted by this association.

Wright Pierce is a leader in western bird banding and is now being assisted by Ernest Osborne of Riverside and Selwyn Rich of Claremont. In the Western States over fifty active banders banded 10,000 birds last year while over 100,000 birds have been banded to date in the United States.

Bird banding itself is a simple process. Small aluminum bands which in no way interfere with the life of the bird are placed on one of its legs. Each band carries a registration number and the letters Biol. Surv. (Biological Survey).

To band birds it is first necessary to place small baited traps at points where they will most likely attract the winged songsters. A trap is sprung automatically by a hungry or curious bird and is inspected at least twice an hour. When an unbanded bird is trapped by a licensed bander it is carefully removed, banded with a small aluminum band and given its freedom. When a bird captured has a band a careful record of such capture is also recorded.

Not all birds are caught more than once, but some are reported to the Biological Survey as many as forty times during a season. All banding is carried on in cooperation with the Bureau of Biological Survey of the United States Department of Agriculture and only trained men are allowed to conduct the work under Federal and State permits.

An appeal is now being broadcasted to residents of the Western States to cooperate with the banding association. Persons who kill birds or find them dead are asked to look at the bird, and if banded, return the band to a member of the Western Bird Banding Association, or J. Eugene Law, Altadena, California. It is important that everyone cooperate with the association in this appeal.

The importance of banding may be illustrated by the number of unusual facts concerning bird life revealed through this type of research. Only lately have ornithologists been able to check the travels of birds, study their migrations and find out their age. It is known that a bird will migrate several miles a day. Recently several Gambel sparrows were taken from Claremont to Camp Baldy (about 12 miles in an air line) in the Sierra Madre mountains, where they were released. Nearly all of them returned to the same locality from which they were taken in a period of less than two days. An additional fact of interest is that forty per cent of the migratory birds banded in Claremont last year returned to the same region this season.

Wright M. Pierce, who is broadcasting the appeal for cooperation on the part of

CALIFORNIA SPRING BLOSSOM AND WILD FLOWER ASSOCIATION OFFERS PRIZES

In order that a keener and more competitive interest may be displayed by schools throughout California, the California Spring Blossom and Wild Flower Association is offering silver vases as prizes for the best display of wild flowers. Following are the donors of the prizes to country schools:

Mrs. W. S. Chandler prize, presented by Katherine Chandler.

Mrs. W. S. Chandler prize, presented by Miss Celen Goldstein.

The Guggenime prize, presented by Mrs. Leon Guggenime.

The Harver prize, presented by Mrs. Mary E. Parsons Harver.

For schools, clubs, counties or individuals there are prizes for bulbous blossoms, carnations, delphiniums, irises, pansies, roses, sweet peas, succulents.

For the most attractive arrangement of wild flowers, prize given by Mrs. William Kent.

Before the Flower Show opens, there will probably be other prizes offered. The schools of the state are cordially invited to send the flora of their districts so as to make this a truly representative Californian Flower Show. For space, address Miss Katherine Chandler, 113 Duncan street, San Francisco, by April 1.

Application for space should be made by April 1. The flowers must arrive on Tuesday, April 6, and a sufficient supply should be sent to keep the exhibit fresh throughout Thursday evening. The flowers should be sent as follows: Insert in water a short time before packing, each species wrapped separately in wet newspaper, the whole wrapped in wet newspaper; packed in a box; mailed parcel post, special delivery, to Miss Katherine Chandler, Flower Show, 465 Post street, San Francisco. To schools, the postage will be returned. The full name of the sender should be plainly written on the outside of the box.

A new \$89,000 school building is to be built for the Berryessa school district near San Jose, as the result of a recent bond election. The building is to have ten rooms and should accommodate about 240 pupils. It is hoped that the building may be ready by the time school opens next September.

(Continued from column one)

ranchers and hunters, is Curator of Birds and Mammals at Pomona College, where he cares for the largest college collection of birds, nests and eggs in Southern California. In addition he has many collections of his own, including probably the finest series of Prairie Falcons' eggs in the world, which is attracting much interest due to their great variety of color patterns. This bird is closely related to the Lanner Falcon, so much sought after for falconry in Europe.

The study of birds in the West is sponsored by two organizations, the Cooper Ornithological Club and the Western Bird Banding Association. These two societies will hold their annual convention together in Los Angeles April 5, 6 and 7. Anyone interested will be welcome.

DRAMATIC PRODUCTION A SUCCESS

"A Kiss for Cinderella," J. M. Barrie's play, was produced recently by the College Theater of the San Francisco State Teachers' College, under the direction of the dramatic instructor, Miss Jessie Casebolt. Aside from the actual project value of the play, the artistic and dramatic values were a triumph in student work.

The spirited interest and cooperation that were evident in the actors, together with their training and talent, put the play across to the appreciative audience. The acting was excellent and the parts well taken. Nettie Ballen as Cinderella, with her sweet voice, her completely provocative manner and her undeniable talent, entered into the hearts of her audience and carried them with her. Marion Brune as the King, Lois Foster as the Queen, Mary J. Garrison as the policeman and Prince Hard-to-Please, took their parts with such comical naturalness that roars of laughter and sniffs of sympathy and delight were heard on every hand.

All this would have been very clever and praiseworthy had all preparations been made for the students so that they could take their parts with no other thought in mind. But one of the features of the play was the story behind the scenes—the making of all the costumes, scenery and the installation of the same by the student-actors, under their very capable instructor, Miss Casebolt. Up to almost the last minute, for the students had carried on their regular class work as well, the work was in progress. Curtailment in expense was a necessary consideration and time was another, for interest had to be at fever-heat to carry the project through.

It was amazing to see what could be done with tarlatan, tinsel, cardboard, colored paper and brains. The result was a thoroughly artistic production, beautiful both in spirit and reality.

The College Theater has given a number of plays and has a few more scheduled to be given before the term is over. That the work is pioneer work at the college seems to add interest to those taking part, and it is expected that not only will those students who have been active in the Dramatic Club go forth to their school work with beautiful ideas and ideals combined with the practical information necessary for the production of a play, but that a definite precedent shall be established, that combines the teaching of the "four R's" with the beautiful things that feed the spirit.

The officers of the College Theater include: Marion Brune, president; Emilie Hallinan, vice-president; Elsie Niderost, secretary; Muriel Donelson, treasurer.

—R. T. P.

Professor Rockwell D. Hunt of the University of Southern California, Los Angeles, author of "California, the Golden," is chairman of the committee to celebrate the one hundredth anniversary of the coming to California of the pioneer pathfinder, Jedediah Smith. This will be an interesting event, and it is hoped that all the public schools will, in the study of California history, make a special project of Jedediah Smith.

WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

Establishment of the Baxter school district of Baxter, a station on the Union Pacific Railway north of Daggett on the Mojave desert, was approved recently by the board of supervisors on recommendation of Ida M. Collins, county school superintendent. The Baxter district comprises territory included in the Ludlow and Yermo districts and a school will be opened within a few weeks.

Nevada school teachers cannot draw pay while ill, according to a ruling by Attorney General M. A. Diskin. He states that while this is decidedly unfair to the teacher the laws make no provision for payment of salaries unless the work is specifically performed. W. J. Hunting, superintendent of public instructions, states the matter will be presented to the next legislature, and compensation asked for sick instructors.

An enviable record on the Inglewood Union High school board has been made by Adolph Leuzinger, who was again elected president of that body at the annual meeting held recently. Without missing a year, Mr. Leuzinger has been a member of the board since 1905 when it was first organized. Thus, he has served 21 years.

Los Angeles public school pupils at the close of December numbered 213,533, which showed an enrollment of 17,000 more than for the same month the previous year. In these figures there are no duplications.

Approximately 600 school principals from all parts of the state will assemble in annual convention at the Hotel Huntington, April 19 to 23, according to announcements made recently from the State Board of Education, Sacramento. The sessions will be sponsored by California High School Principals' Association.

Appropriation by the Los Angeles board of education of \$100,000 to construct a new elementary school in San Pedro was announced recently. Plans are nearly complete for the building, on which construction will start soon and be rushed to completion for the opening of the term next September, it is reported. With \$25,000 set aside to purchase the site, which includes 4.27 acres, the total investment at the school will be \$125,000. The program of the board of education calls for another \$100,000 unit at the site next year, it is understood.

"A Calendar of Sweethearts" is the title of the new 1926 calendar published by the Milton Bradley Company. Two months appear on each page. The illustrations are pictures of beautiful girls and each one is a work of art in itself. Milton Bradley has a few of these calendars on hand and will be glad to forward them to people requesting them, as long as they are in stock. Address Milton Bradley Company, 554 Mission St., San Francisco.

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tor of the Hollywood high school, has been appointed principal of the new Lankershim high school. Miss Florence J. Seaman of the Hollywood history department has been appointed to the vice-principalship of the Lankershim High.

The opening of a new fifteen-room \$100,000 school which will accommodate 500 pu-

pils will be celebrated in Zelzah, San Fernando Valley, about March 1.

Miss Anne Shirley has been appointed principal of the new school which has recently been opened at Weeks Colony, near Owensmouth, San Fernando Valley. The school opened with eighty pupils and students up to the sixth grade are admitted.



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LIBRARY DEPARTMENT

May Dexter Henshall
County Library Organizer,
California State Library

CHILDREN'S BOOK WEEK IN INYO COUNTY

NOTE: When Mrs. Bessie T. Best, custodian of the Bishop branch of the Inyo County Free Library, early in the fall, asked the county librarian what was being planned for Children's Book Week, she was informed that, as far as the county librarian was concerned, nothing was being planned for Bishop, the lady's time being entirely taken up in other parts of the county. "But you are perfectly capable of getting up something good yourself, and we will help you with books, posters, etc." Almost by return mail came the outline of the plan here described, although it grew rather gradually. Very few requests for books were made, since the data was to show how books had been used, and new ones were not necessary. The following is Mrs. Best's account of her own celebration.

Anne Margrave, County Librarian.

In an endeavor to visualize some of the results of children's reading, the Bishop Branch of the Inyo County Free Library held a Children's Book Fair during Book Week and, by means of booths, posters, and a little play, achieved a gratifying success. When the plan first presented itself, it seemed hardly feasible to try to give any concrete examples of anything children had gotten out of books, but when the idea was explained to the grammar school teachers they were greatly interested, and offered many helpful suggestions. Said the third grade teacher, referring to herself and her class, "We will make a Peep Show of Cinderella." Who could have asked for more encouragement than that?

The fair was held November 12th, and by six o'clock on the 11th the two rooms had lost all appearance of a public library and were gay with decorations of colored tissue paper and greenery, posters, and tables holding the many and varied exhibits and the books they illustrated.

In the smaller room, the custodian's desk held several original charts of parliamentary procedure, drawn by high school students after a practical use of Robert's Rules of Order in their class meetings. On a long table at the side of the room were stories of famous men and women and important historical events, written by pupils of the seventh and eighth grades. Back of the table were hung appropriate posters and charts, some humorous, some serious, picturing what had been found in books about men and women and our national life. Here the books were of course histories and biographies. One of the most interesting parts of this exhibit was a copy of "The Story of Inyo," by W. A. Chalfant, illustrated with pen and ink sketches by a high school girl. These sketches were the daintiest imaginable, and were to be found on the margins, at the beginning and end of chapters, and in fact wherever a blank space offered an opportunity. This table of history and biography was labelled "In the Limelight."

The west end of the room was partitioned off with the long green affair which on

ordinary days serves as a magazine rack, the space beyond the partition being arranged as a tea room, where the members of the Woman's Improvement Club served tea. On the top of the rack was an exhibit of Bible stories, a criticism of Kipling's "The Light That Failed," written by a high school girl, and a sequel to Browning's "Pippa Passes," written in prose by a little girl of nine years.

In the large room the first object to greet the eye was a book nearly six feet tall, labelled "Fairy Tales." (More of this later.) Next to the big book was an exhibit of pictures illustrating favorite stories done by little first graders. One of these deserves especial mention. It was a sketch of that dramatic moment in the life of Tom Thumb when he is being carried through the air by an eagle, drawn by a little Indian boy who is attending the white man's school for the first time. For effect of rapid motion, and for natural coloring, this picture would have done credit to a boy in the higher grades.

Next came the fairy booth, made of long sprays of honeysuckle vine with pampas plumes waving from the four corners. The background was a large poster done in gay colors telling the ever fascinating story of Peter Rabbit. This was sent by the little school at Pleasant Valley, and was the work of all the pupils. A well-worn book of Peter Rabbit accompanied the poster. The kindergarten of the Bishop school contributed the home of the Three Bears furnished with a delightful clay table, a woven rug, a fireplace, lace curtains at the windows, and pictures on the walls. On the table were the three bowls of different sizes with tiny spoons resting in them. These, too, were of clay, as were the bears themselves, who were just departing for that fatal walk. Sharing interest with the home of the Three Bears was a wonderful blue and white willow ware platter made by a boy of ten to illustrate the legend of the Willow Tree found in a book of Chinese fairy stories. The pagoda, bridge, island, lovebirds, people and other objects were cut from blue paper and mounted on creamy cardboard, and the background was washed in with a dark blue water color.

But these were not all the interesting features of the fairy booth, for from behind the leaves of honeysuckle, from the pampas plumes, from the books, in fact from wherever one could find room, peeped tiny fairies with green, lavender, pink and yellow wings. Over the booth hung a sign which read, "SURE, there are Fairies."

The charming little Peep Show was placed before a window, and when one peeped through the opening in the front one beheld a wonderful scene from Cinderella, bathed in rosy light. All of the characters were there, even the white mice.

The next table was divided by means of the appropriate books into three sec-

tions, respectively designated "Mother Nature," "Let's Make Something," and "Radio." There were hand bound books containing illustrated stories of bugs, beasts, and flowers, and of the moon and the stars. A sentence from one of the stories is worth quoting: "Unless you knew why they have them, you would be apt to think God made a mistake when He made a tongue for a frog. But He didn't." Like all of the other stories, pictures and posters, these stories were left exactly as done by the children. Next came fancy articles, candy, and a perfectly scrumptious cake with white frosting set with walnuts, which when cut made at least four quite good-sized slices. The radio exhibit was several beautiful fully drawn "hook-ups" by a high school radio fan. The travel table came next, with a large map of California for a background, and with stories of cities and pictures of people from other lands. This was labelled "Going Some."

On the opposite side of the room was a small stand holding some nearly worn-out books which had been read and reread by a little bookworm of the eighties. They were: "David Copperfield," Andersen's "Fairy Tales," and a copy of "Town's Third Reader" which had belonged to the little girl's great-aunt. Beyond hung a large poster showing the journey of the average child through Bookland, beginning with fairy tales and ending in the land of cowboys, detectives and lovers.

The east end of this room had been roped off, and a large sign proclaimed the space a theater and a performance at four o'clock. Here a little play, bringing out the good and bad in children's books, was given by grammar school pupils.

During the afternoon the custodian made a short talk explaining the object of giving a Children's Book Fair, and ending with an explanation of why grownups can't see fairies. As she finished a shrill voice was heard proceeding from the big book: "Let me out! Let me out!" And when the book was opened, out danced a little golden-haired fairy who with graceful curtsies and emphatically nodded head proved to the audience that there are fairies. After dancing lightly around the room she sped out of the side door and—became a little girl scooting across the school ground to get into her every-day attire and come back to the fair for wafers and cambric tea.

Two immediate results from the fair came when, next day, a boy from the seventh grade and one from the eighth began a course of reading for a certificate. Several others have followed. During the fair these certificates were prominently displayed and attracted much attention. And the custodian feels that both parents and children have been led to think more of what a child can get and does get from books.

On December 26 Milton J. Ferguson left for Chicago to attend the meetings of the executive board of the American Library Association, the Council of the American Library Association and the Committee on Library Extension, as he is a member of each. He also presided at the meeting of

the League of Library Commissions of which he is president.

After attending the Midwinter Library Meetings in Chicago he left for New Orleans, accompanied by Miss Sarah C. N. Bogle, assistant secretary of the American Library Association, and Miss Essae M. Culver, who is executive secretary for the Louisiana Library Commission. Their visit to New Orleans was to develop interest in library training.

From New Orleans they went to Baton Rouge and visited the headquarters of the Louisiana Library Commission to confer with the Louisiana State University on library training as a subject of importance in the library development of the state.

At the second annual meeting of the Louisiana Library Association held at Lafayette, January 6 and 7, Mr. Ferguson gave an address on Libraries and Education. Miss Essae M. Culver told about the work being done through the Louisiana Library Commission. Miss Bogle spoke on Library training.

THE LOUISIANA LIBRARY COMMISSION

During Andrew Carnegie's lifetime he expressed the determination to devote his wealth to objects which would confer permanent benefit upon mankind. In accomplishing this object he adopted the cardinal principle that it is only what individuals or communities do for themselves that is of real and lasting benefit.

Evidently it was in line with this policy that the Carnegie Corporation appropriated fifty thousand dollars for starting library extension in some state that needed library development. This sum was placed in charge of the League of Library Commissions to try an experiment in establishing such a statewide library system. After a workable system has been established, the residents of the state will be expected to carry it on without outside aid.

Milton J. Ferguson, state librarian, is president of the League of Library Commissions, and as such was asked to assume the responsibility of the experiment.

Louisiana was selected by Mr. Ferguson as the state that offered the best possibilities for successfully carrying out the policy of library service to all of its inhabitants. It needed libraries. There was an existing law making it possible to carry on library extension. There were people of influence ready to grasp the opportunity and further the work.

The Louisiana Library Commission appointed Miss Essae M. Culver, executive secretary, to be in direct charge of the extension work. Miss Culver will be remembered in California as county librarian of Butte County and later of Merced County. In addition she has had wide library experience, including organizing work.

Miss Mary Harris, head of the branch department of the Fresno County Library, was appointed as Miss Culver's assistant.

In the brief space of six months the Louisiana Library Commission, through its executive secretary and her assistant, has made remarkable progress. In all parts of the United States librarians and others are showing an intense interest in the outcome of this experiment. To Californians it is particularly interesting because this state has furnished the librarians who will introduce the idea and carry out the plan.

(Continued on page 15)

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- Eureka
- Fairfax
- Fowler
- Fresno, State Teachers College

- Fresno Co. Library
- Huntington Park
- Inyo County
- Kentfield
- Lakeport
- Lincoln
- Long Beach
- Los Angeles
- Los Angeles Co. Library
- Los Angeles, Beverley Hills School District
- Los Angeles, Univ. Calif., So. Branch
- Los Angeles, Univ. So. Calif., College of Music
- Lankershim
- Livingston
- Madera Co. Library
- Maricopa
- Merced Co. Library
- Mills College
- Monrovia
- Montebello
- Mountain View
- Nevada City
- Oakland
- Orange County
- Orland
- Oroville
- Palo Alto
- Petaluma
- Piedmont
- Placentia
- Pomona
- Redlands
- Redwood City
- Richmond
- Riverside
- Sacramento
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- St. Helena
- San Andreas
- San Bernardino
- San Diego
- San Diego Co. Library
- San Francisco
- San Jose

San Jose, State Teachers

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- San Rafael
- Santa Ana
- Santa Barbara County
- Santa Monica
- Santa Rosa
- Sausalito
- Sebastopol
- Stockton
- San Bernardino County
- Santa Clara County
- San Anselmo
- San Diego County
- Tulare
- Terra Bella
- Vallejo
- Venice
- Ventura County
- Whittier

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- Blackfoot
- Caldwell
- Filer
- Fruitland
- Glenns Ferry
- Gooding
- Idaho Falls
- Lapwai
- Lava Hot Springs
- Lewiston
- Nampa
- Parma
- Payette
- Pocatello—Idaho Tech. Institute
- Paul
- Potlatch
- Rigby
- Rupert
- St. Anthony
- Sugar
- Twin Falls
- Weiser

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- Bellingham, State Normal
- Bellingham, Dom. Sisters
- Bremerton
- Buckley
- Burlington
- Cashmere
- Chehalis
- Chewelah
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BOOK REVIEWS

THE VISITING TEACHER IN ROCHESTER, Report of a Study, by Mabel Brown Ellis: The reading of the problems presented and of how they were solved by one worker, will answer many problems of a similar nature. (Joint Committee on Methods of Preventing Delinquency, New York. Price \$75.)

TEACHING CHILDREN TO READ, a Manual of Method for Elementary and Junior High Schools, by Paul Klapper: Fourth edition, revised and enlarged, which contains a discussion of various methods used in teaching reading, references, etc. (D. Appleton and Company.)

CHARACTER, CONDUCT AND STUDY. How to Make the Most of School Life, Suggestions for Students in High School, by William E. Cunningham: Personal problems put squarely with suggestions and projects make this human little book one of value and interest to even the casual reader. So much attention is paid in the upper grades and the high school to the lesson and results to be gained, that the problem of how to study and how to gain desired results, is often neglected. In this little book the teacher and the students are both placed on the right track and travel in a vehicle that should not stop until it reaches the station, Personal Success. (G. P. Putnam's Sons, 2 West Forty-fifth street, New York. Price \$90.)

WORKING MANUAL OF CIVICS, by Milton Conover: A pamphlet written to accompany civic text-books with the aim of taking the high school and higher-up students into the fields of actual government. The project method in socialized recitation is followed. (John Hopkins Press, Baltimore, Md. Price \$75.)

HEALTH AND SAFETY IN THE NEW CURRICULUM. A Teacher's Training Book, by E. George Payne and Louis C. Schroeder: A handbook of material which throws light upon essential health practices and offers a complete outline for health in the schools. (American Viewpoint Society, Inc.)

BRITISH POLITICS IN TRANSITION, by Edward McChesney Sait and David P. Barrows: This is one of the government handbook series published by this publishing company. It is an intensive study of political problems and their solving by the British government. Departments and personalities in politics are interestingly discussed. (World Book Company.)

METHODS OF HANDLING TEST SCORES. Brief Lessons in Tabulating, Finding Medians, Comparison with Norms, Making and Interpreting Tables and Graphs, and Use of Tests in Dealing with Every-day School Problems—with Practice Exercises, by Luella Cole Presscy and Sidney Leavitt Presscy. (World Book Company. Price \$60.)

"NORTH AMERICA, Its People and the Resources, Development, and Prospects of the Continent as an Agricultural, Industrial, and Commercial Area," by J. Russell Smith, professor of economic geography, Columbia University, author of "Industrial and Commercial Geography," "Commerce and Industry," "Human Geography": The preface tells the whole story. It is a remarkable preface, remarkable in its brevity, remarkable in its vision, and remarkable that, in a few lines, it gives the fundamental principles of the volume. The book takes up the study of North America from a new viewpoint. From the first chapter, "The Geographic Environment," it traces the economic values that have governed the growth and development in regional lines, placing special emphasis on the various belts and regions, as "The Cotton Belt," "The Corn Belt," "The Winter Wheat Belt," "The Spring Wheat Region," "The Valley and Coast of Southern California," "The North Pacific Coast and Mountains and Iceland," "The Uplands of Central America and the States Therein," "The Moist Eastern Lowlands of Central America and Mexico," with a final chapter on "The Trade, Place and Future of North America." There is a very complete index and a large map showing the physical and regional sections of North America. The illustrations are numerous and add very much to the value of the text. It is a good book and probably Dr. Smith covers the field as no other author has done. "The Human Geography" series, by J. Russell Smith, is also a very popular series. (Harcourt, Brace & Company.)

D. Appleton & Company are publishing a series of "Human Geographies by Grades." The authors are James Fairgrieve and Ernest Young. Book III is devoted to the human side of the world and includes the "First Settlers," "Going West," "Columbus and West Indians," "The Slave Trade," "The People of the African Grasslands," "Arabs," "India and Its People," "Steppes and Steppe Dwellers," and "The United States." It is a book of 300 pages, bound in cloth, and illustrated.

"GEOGRAPHIC PRINCIPLES, Their Application to the Elementary School," by Douglas C. Ridgley, Ph.D.: This is a new publication, defining and illustrating the principles that should govern the study of geographic material. It gives a discussion of the course of study of guiding principles in home geography; geographic principles in the study of North America, and geographic principles in the study of North American cities, closing with an illustrative topic on the cotton industry outline. The outline is based very closely upon the work Dr. Fairbanks has done in his two books, "Home and Its Relation to the World" and "California, United States and the World." It is a very valuable treatment and students of geography everywhere will be interested in Dr. Ridgley's presentation of the subject. (Published by Houghton, Mifflin Company, Riverside Educational Monographs, edited by Henry Suzzallo.)

PLEASANTS FINDER-MAPS: These maps of the continents are for individual use in the schools; size eleven and a quarter by eight. They are very clear and comprehensive and by means of a finder, any place may be quickly located. Besides locations, geographical sketches, area, population, etc., are briefly given. The maps have a puzzle interest that is very attractive to the student solving geographical problems and this new approach should prove both popular and helpful in schools. (A. H. Pleasants, 200 William street, New York City.)

LABORATORY EXERCISES IN GENERAL CHEMISTRY, by William Foster and Harley Willis Heath: The book was designed to accompany Foster's "Elements of Chemistry" and contains a well-rounded course in chemistry for those who have not previously studied the subject. (D. Van Nostrand Company, 8 Warren street, New York. Price \$1.25.)

WHY CHILDREN SUCCEED, A Study of Factors Conditioning the Progress of Children in School, and of the Problems That Must Be Solved Before the Relationship Between the Factors and School Success Can Be Reliably Determined; by Stuart Appleton Courtis. Illustrated with charts and problems that should prove of vital interest to those interested in tests. (Courtis Standard Tests, 1807 East Grand Boulevard, Detroit, Mich.)

INDIAN HOMES, MOUND BUILDERS, TREES OF OHIO, by Harold L. Madison: This series, which is called the Pocket Natural History Series, consists of material compiled in compact and readable form from the work of experts, by the Curator of Education in the Cleveland Museum of Natural History. Each copy is pocket size and is punched for a pocket-size ring so that it may be kept when the cover is worn out. High schools, normal schools and those who are in camps for the study of natural history, have found this pocket series valuable. The material is illustrated with authentic charts and drawings. (The Cleveland Museum of Natural History, Paul Marshall Rea, Director, Cleveland, Ohio. Price \$15 each.)

Many county schools are represented each week in the special school page which is published by the San Diego Sun, San Diego, each Saturday. Most of the material is gathered and written by the students themselves. Students from thirty-four schools recently received money ranging from twenty-five cents to two dollars, for material. Pay day comes once a month to those who have written the best stories. Ada York is superintendent of the San Diego county schools.

A CORRECTION

The leading book review on page 19, January issue of "The Western Journal of Education" should have read THE ROMANCE OF SCIENCE SERIES, not Romance of the World Series. The three books referred to are science books written for the elementary grades by William Atherton Depuy. They are published by the John C. Winston Company and sell to schools for \$68.

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LOUISIANA LIBRARY COMMISSION

(Continued from page 13)

If it is successful it will show that a benefaction dominated by a constructive idea will eventually bring about independent action and support by the recipients.

MORE BOOKS FOR RURAL LOUISIANA

By Essae M. Culver

"From Louisiana, a land as little known and understood as any one of these United States, I bring greetings, for this is the first time that Louisiana has been officially represented at an American Library Association meeting, so far as I know," said Miss Essae M. Culver of Baton Rouge, before the League of Library Commissions, at the American Library Association Conference, in Chicago, last week. Her speech follows in full:

Evangeline's chroniclers speak of the beauty of her mirror-like lagoons, and great live oak and cypress trees hung with Spanish moss. She has been called a land unique and fairly screaming of romance, with a charm very real, quaint and colorful; a land of bayous and perpetual summer. A newspaper editor of a small town weekly recently wrote to us sympathizing with us for having to be in Louisiana, that land of ignorance, Negroes and mosquitoes. Somewhere between these two extremes of beauty and horror lies the real Louisiana, a state distinct in many ways as our survey reveals.

Illiteracy Decreased

I believe no fairer field for library development could be found because of her awakening interest in education. In the years between 1910 and 1920 she has decreased her illiteracy from 24.5 per cent to 14.1 per cent, and she is spending more money today than ever before on education, with splendid results. Education in Louisiana is expensive because separate schools must be maintained for the two races. In some parishes, 75 per cent of the population are Negroes, while in 10 other parishes the proportion is from 50 to 62 per cent Negro, and yet the taxes paid by Negroes are not in proportion, and the Negro illiterates account for the most part for Louisiana's high rate of illiteracy among the states.

Today rural Louisiana, which claims about half the population of the state, is rapidly organizing and endeavoring to secure for itself those advantages only possible through organization, such as farm bureau and home demonstration agents. The university of the state is helping to bring this about, and the school officials are co-operating so that the rural population is fast bringing to the country the best agencies for rural improvement, and it is in the parishes already organized that the first requests have been received for information about literary organization.

The rural people are almost without library service except for the school libraries. There are only seven public libraries in the state, outside of New Orleans, supported by taxation, and six more subscription libraries, and altogether these serve only 30,000 of the almost 1,000,000 population. After a careful survey of the whole situation, finding that the five larger centers of the state have the beginning of library service at least, the first concern seems to be to reach the large rural population.

First Projects Started

At the first meeting of the commission after the survey had been made the members voted on certain projects for the first year's effort because it was impossible to cover the whole field with a limited book supply. Those projects of first importance seemed to be first the encouragement of the organization of parish libraries throughout the state, since the parish seems the logical unit for organization in Louisiana as the county is in other states, and supervision after organization so that the first year could be made as successful as possible with the limited resources at hand. The commission offered to loan to the parishes organized and supplied with location and custodian 1000 books for the first year with a supplementary service of informational material from the commission office.

Service to Individuals

A second project was the offer to give to individuals living in districts entirely without library facilities of any kind an informational service; to clubs and extension classes a package library service; reading lists for adults anywhere in the state and furtherance of the adult education program and a supplementary informational service to already established libraries.

The resources of the commission will be placed at the service of the state legislators and state officials at all times and a more adequate library law will be formulated.

The commission also pledged all possible co-operation and encouragement to the establishment of a training course for librarians somewhere in the state.

Almost six months of the year have passed and the commission has entered in some degree upon all of these projects. Two parishes have manifested great interest and we entertain hopes that they may accomplish organization within the next two or three months.

Considered a Charity

One of the great obstacles to the organization and maintenance of libraries is the already established attitude—that is not peculiar to Louisiana—that the library is a charitable institution. Even the school law provided that the community must first raise a sum of money for the school library before any funds are appropriated by the parish or city boards of education, and with the exception of the five libraries, all the public libraries are supported by money-raising entertainments or private subscription. In one of the largest cities the library has this year been included in the Community Chest with the Charity Ward Association, the Salvation Army and others and its name leads all the rest. This attitude cannot be overcome all at once and a campaign of education only will establish the library as a tax supported educational institution, along with the university and the schools, in the thoughts of the people.

One of the most encouraging things in the Louisiana situation is the fact that the state commission, appointed by the Governor, is composed of far-seeing, broad-shouldered, non-political people who are co-operating in every way possible to make

the resources of the commission available to all the people of the state.

With an open field, a favorable attitude to education and eager for the advantages the library offers, and with the splendid co-operation given by the officers of the League of Library Commissions, Louisiana hopes to make for herself a place in the library world and, through a state-wide organization for the distribution of information, see her effort reflected in better business and social life, school progress, club achievements, law making, and individual educational advancement.

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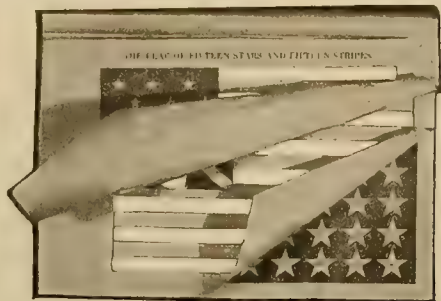
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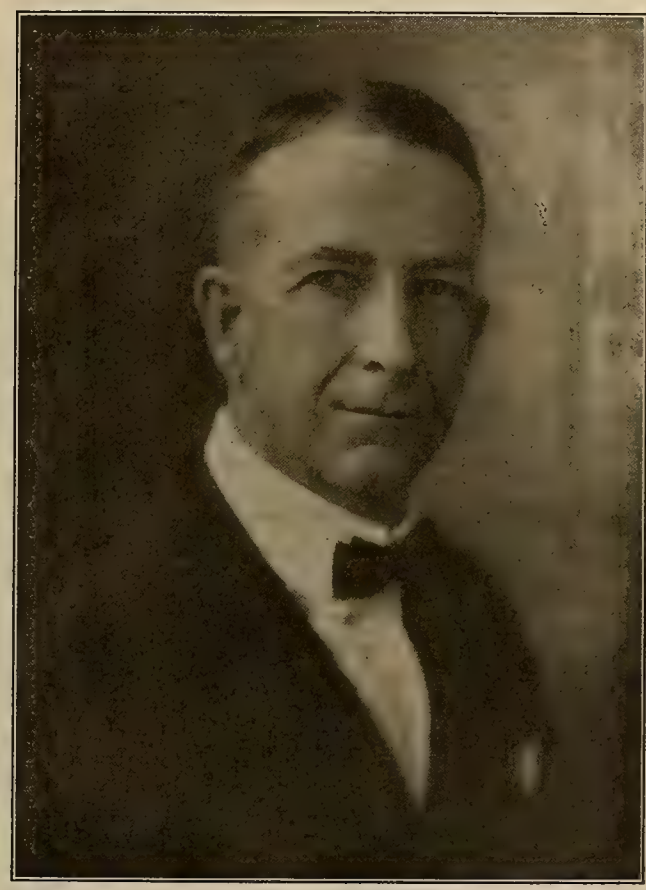
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MARCH, 1926



CLARENCE W. EDWARDS

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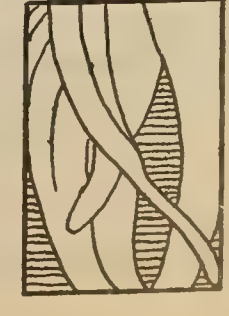
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FRESNO COUNTY SCHOOLS

By W. M. Culp

FRESNO COUNTY SCHOOLS

Fresno County, "Garden of the Sun," a kingdom in itself in the heart of the San Joaquin Valley, with its eastern limits on the tips of the high Sierras and its western reach on the brown hills of the coast ranges, with the land in between a garden for the fig, the grape, the peach, the raisin, watered by the Kings River, threaded by hundreds of miles of water ditches striking out in every direction from five main canals, with forty miles of green vineyards, a ten thousand acre fig orchard, and hundreds of miles of paved roads, make Fresno County in real fact an agricultural paradise.

It is our aim to discuss Fresno County from the standpoint of its educational facilities and opportunities.—a problem in itself, whose wealth of interesting detail is almost limitless. For in this county of 5950 square miles and three and one-half million acres are approximately 36,000 county school children, enrolled in 16 kindergartens, 154 active elementary district schools, 17 high schools, and 3 evening schools.

Clarence W. Edwards, Fresno County Superintendent

It is a problem the solving of which has been the labor for the last eight years of Superintendent of County Schools Clarence W. Edwards. It is a problem in which the present day results are most gratifying, for through the close co-operation of the citizens of Fresno County, school trustees and teachers a great building program has been carried on in practically every community; supervision has been made a dominant feature in the county educational system; a curriculum has been made that works in the rural schools, and consolidation of district schools has been effected. New school buildings, thoroughly trained teachers, a progressive curriculum, teachers adequately paid, schools in which money has been spent wisely and not extravagantly, are some of the things that place the Fresno County schools among the first in California.

Superintendent Clarence W. Edwards' knowledge of his community and its problems is deep seated. For he is a native Californian and was raised in Fresno, went through its schools, graduated from the University of California in 1901, taught twelve years as principal of the Lowell School, Fresno, and since 1918 has carried on the county educational work as superintendent. Mr. Edwards has seen the tremendous agricultural growth of Fresno County in his time; he has seen the schools not so large, not so well equipped, not so well teachered, and he has done his part in bringing about the change.

Mr. Edwards puts over an educational program, rather than talks about one. During these last years of readjustment in the raisin industry, when the market was at low ebb, Mr. Edwards has advocated and brought economies in school administration in Fresno County in such a way that the children have not suffered.

Following the passage of Amendment 16 in 1920, Superintendent Edwards was one of the first educators in county work who organized an efficient corps of supervisors of subjects for the county schools. That work of supervision has continued and its beneficial effect is noticeable in the uniformity of the excellence of the product of the various schools.

Assisting Mr. Edwards in county work are his three assistant superintendents of schools, F. M. Fulstone, J. H. Tener, and D. F. Tuttle. These three assistant superintendents have certain schools under their direct supervision. Mr. Fulstone is also director of commercial subjects for the county schools. Mr. Tener is one of Mr. Edwards' late acquisitions to his staff and his keen interest in the county educational problems is already having its effect.

The Educational Testing Program

Mr. Tuttle confines his supervision entirely to that of elementary schools. Lately Mr. Tuttle has been in active charge of educational tests for 18,000 children in the county. The Woody-McCall Mixed Fundamental Tests have just been furnished. The McCall Reading Tests will next be given. Assisting Mr. Tuttle in this work are the five members of the Fresno County Board of Education, Mrs. Nan E. Weed, supervisor of physical education, and Miss Ada Camps, music supervisor.

The real value of the tests to the rural teachers is that reports are made to them as to what particular field their pupils are deficient. Since no eighth grade final examinations by the County Board of Education are given, it is also a real diagnostic test as to the class of work carried out in the entire county. The tests are bringing harmony between teachers and the supervising forces.

Fresno County Department of Supervision

Superintendent Edwards' assistants in social subjects are Miss Oba C. Algeo in primary subjects, Miss Ada Camp and Miss Margery Forsberg in music, E. E. Frasher in agriculture, F. M. Fulstone in commercial subjects, Mrs. Harriet V. Merrill in Americanization, and Miss Nan E. Weed in physical education.

Miss Algeo is an expert in the teaching of reading. A determined drive is being made throughout the entire Fresno County



Paul D. Henderson, who was appointed superintendent of schools in Tehama county to succeed Miss Mamie Lang when she became elementary commissioner of education, is a Tehama county man and well known and very well liked throughout the county. He is a graduate of the Chico State Teachers College and has taught school and held principalships in Tehama and Modoc counties. He has been principal of the Los Molinos school for the last five years.

A \$15,000 unit is to be erected in South Palo Alto. The building will contain two class rooms, an administration office and a teacher's rest room.



Cotton Field in Fresno County, California.

schools this year in the effort of raising the standard of reading. The pupils are required to read many easy books rather than a few hard ones. Nothing but primers are used in the first year, first readers in the second grade, etc.

E. E. Frasher in his agricultural work is also directing the beautification of county school grounds. Mr. Frasher draws up such plans free at the request of the school authorities. The costs of the beautification program are nominal—mostly for shrubs and seeds. The pupils carry out in their school work the scheme of the general beautification plan. Schools working along these lines include the McKinley School, Frankwood, Roosevelt, Raisin City, Caruthers Grammar, Monroe, Franklin, Sanger High.

F. M. Fulstone, supervisor of commercial subjects, was for many years head of the commercial department of the Fresno High School, and in his supervising work can carry on the co-ordinating work that is so necessary between grammar school and high school.

Miss Harriet V. Merrill, supervisor in charge of Americanization in Fresno County, is carrying on an excellent work. Classes for adults in Americanization are held in most of the high schools in the county. Outside of Fresno city there are in these classes an enrollment of around sixteen hundred.

Miss Nan E. Weed, supervisor of physical education, conducts play days over the county each year. A huge May Day play is given in Roeding Park, Fresno, each season by a number of schools in the near neighborhood.

C. O. Blayney, attendance officer, has done much during his term in office to

raise the general average daily attendance. The starting of the raising of huge acreages of cotton in Fresno County has made the child of the itinerant worker a new problem and it is Mr. Blayney who sees that he gets into school, either an established one or a temporary one established for him.

In the administrative offices Mr. Edwards has the assistance of Myrtle E. Harrell, deputy superintendent; Maude E. Burnett, deputy superintendent; Marguerite Johnson, secretary to superintendent; Norah Wylde-Browne, assistant, and Helen Klein, deputy superintendent.

Consolidation of Rural Schools

The consolidation of rural schools is one of the biggest problems facing the California county school superintendent. Mr. Edwards believes heartily in consolidation where it is possible. He has worked for it continuously and has the expectation that more consolidations will occur in the next few years. In Fresno County there are still fifty schools that could be advantageously united. In the 145 elementary districts there are 34 one-teacher schools, 31 two-teacher schools, and 24 three-teacher schools. All of these except 35 in inaccessible mountain or desert districts have possibilities for consolidation.

At the present time there are seven consolidations of 18 districts. The Oil King Union, A. K. Livingston, principal, exemplifies the success of consolidation. Here there is a pooling of financial resources, classes are larger, special teachers can be employed, there is a supervising principal, accelerated and retarded children are given opportunities, the building is new and up-to-date, and the county child has every advantage that a large city school offers.



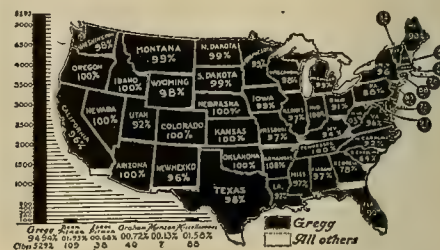
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The Fresno County Board of Education

The excellence of a county school system depends to a great extent upon the caliber of the county board of education. Mr. Edwards believes he has co-operating with him on the county board an exceedingly keen and capable group of educators. They are hard working and know what is going on in the United States in education. And they see that the best of late educational tendencies are included in the county school educational program.

The county board members include C. L. Walton, Caruthers, president; C. W. Edwards, superintendent of schools, secretary; D. C. Weage, district superintendent of Clovis schools; James A. McGuffin, principal of the Jackson School, Fresno; and Charles Edgecomb district superintendent of Selma schools.

James A. McGuffin has for many years been one of Fresno city's most influential and progressive principals. D. C. Weage of Clovis is one of the youngest men in education in California, who is building up a reputation as an able school man and executive. Charles Edgecomb has for many years been a member of the Fresno County Board of Education, and the breadth of his vision has been reflected in the praise that has come to Fresno County schools. President C. L. Walton is principal of one of the most excellent rural high schools that dominate in Fresno County.

Teacher Organizations

Teacher organizations play their part in Fresno County. Mr. Edwards is a strong member of the California Teachers' Association, Central Section. A majority of Fresno County teachers belong to this association. In addition there are three other organizations—the High School Principals' Association, the Elementary Principals' Association, and the Progressive Teachers' Association. Meetings are held throughout the year for the discussion of common problems.

The Progressive Teachers' Association is working on the idea of individual education. John S. Wash of the Lone Star School and A. F. Bassett, district superintendent of Fowler schools, are the leaders in this movement.

Teacher-Trustee Meetings

One of the finest pieces of co-operative effort between teachers and trustees occurs in Fresno County in another group of meetings held in five union high school districts. In each of these five districts the trustees of all the elementary schools in the union, together with the high school trustees, meet once a month with all of the elementary and high school teachers of the union district. These get-togethers occur in the evening at one or other of the schools in the district. At 6:30 dinner is served by the teachers of the school visited. The food served is furnished by the various schools; each school contributes its share. After dinner there is discussion of common problems and perhaps an outside speaker. Mr. Edwards and his associates put on a program once each year.

The fact that all the trustees and teachers of the elementary schools that are feeders to the Union High School get an opportunity to get acquainted with each other and the high school trustees and faculty goes a long way in amalgamating the interests of the entire union district.



Caruthers Union High School, C. L. Walton, Principal.

This teacher-trustee movement started fourteen years ago at Easton in the Washington Union High School District. Kerman, Caruthers and Laton are other union high school districts carrying out the same plan.

School Systems and School Men of Fresno County

A story of education in Fresno County would not be complete without a mention of the constructive piece of work being done in Fresno city itself by Superintendent William John Cooper. We hope at some future time to be able to describe Mr. Cooper's fine program in a separate article. Also, the Fresno State Teachers' College under President McLane has grown to be a vital higher educational force in the mid San Joaquin Valley.

Fresno County itself presents a galaxy of excellent school systems. Fowler and Kerman have outstanding high school plants completed within the last few years. The principals of these two schools, V. A. Rohrer of Fowler and William A. Otto of Kerman, were for many years teachers together in the Fresno High School. W. G. Martin, principal of Central Union High School, has just completed a building program for his school organized within recent years. This is the second high school Mr. Martin has organized and supervised the building of. Just previous to the Central High School venture Mr. Martin carried out the same program at Manteca.

At Kingsburg, R. A. Catlin has had charge of the grammar schools for many years and has made a reputation as a thorough school man. At the same place I. V. Funderburgh is principal of a growing high school.

Charles R. Chaney is principal of Sanger High School. Mr. Chaney made a statewide reputation at Sanger when acting as head of the music department of the same institution. R. E. Green, district superintendent of Sanger grammar schools, is a new man in Fresno County, who is doing worthwhile things in education. Miss Julia M. Doughty has the honor of being the only woman in charge of a high school principalship in Fresno County.

Selma

Selma, "The Home of the Peach," is a prosperous community of some 5000 people on the State Highway fifteen miles south of Fresno. Charles Edgecomb, district superintendent, has been in charge of the elementary schools for the last ten years. Nine good buildings on four different sites throughout the city house the pupils. The Roosevelt building cares for

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the seventh and eighth grades. This school is organized on the departmental plan.

Mr. Edgecomb stresses fundamentals in his schools. In addition, cooking and sewing are given for the girls and manual training and agriculture for the boys. Educational films are a feature twice a month. Thirty-two teachers complete the corps of the Selma schools.

The most interesting and perhaps the most valuable piece of work Mr. Edgecomb has done has been the use he has made of his diagnostic testing for the last six to eight years. He has graded his children in regard to their ability to take work. Individual differences are found early in the school career of the child and are well cared for. Every teacher has a psychological basis to work upon in her care of her pupils.

Mr. Edgecomb tries to get the classification of his pupils as low as possible. What acceleration or promotion is made is almost always made within the first six grades. Mr. Edgecomb insists, except in



Selma High School, New Science Hall, in Fresno County Free Library.

An innovation that has proved very successful this year has been the inclusion of an advisory period each day of thirty minutes' length into the day's program. One day each week this period is used for gen-

tinues on then to San Luis Obispo. We recollect that some fifty miles of desert land lay on either side of the road and that a band of sheep were the only living things seen until approaching the hills on the other side of the valley the dark oil derricks loomed up, and the hissing of steam and the chugging of engines broke the desert monotony on the cameo-cut hills. We recall other trips to Coalinga when there has been rains and the desert was abloom and rich with color of poppies and lupines.

And during these years our belief has been growing and has been confirmed time and time again that in Coalinga—the oil mart of Fresno County—that there is an educational system second to none in the United States. Education of children in its present sense is the training of them to assume the responsibilities that life will cast upon them; it is the giving to them an understanding of what their duties are, and it is the giving to them the necessary instruction to fit such duties. Such training is given in the Coalinga schools.

The success of the Coalinga school system lies in the work and influence of C. L. Geer, the district superintendent. For fifteen years he has been working in the same community. At Coalinga was established the first junior high school in the San Joaquin Valley; at Coalinga was started one of the first transportation systems for children in California; at Coalinga, when the high school enrollment was less than a hundred pupils, was turned out championship track teams; at Coalinga excellent debaters have been trained; at Coalinga a boy starts training as a runner or a jumper in the grammar school; before he is out of high school he is a state champion.

Mr. Geer claims that what excellence there is to the Coalinga system is due to the ability and work of his teachers. He says Coalinga is a fine community to work



Roosevelt Building, Selma Grammar School Departmental, Seventh and Eighth Grades, Built in 1921, Cost \$90,000.

exceptional cases, that every child take two years in going through the seventh and eighth grades.

As a member of the County Board of Education, Mr. Edgecomb in a way uses the Selma system as a demonstration school to try out new ideas.

The Selma High School is in charge of Principal J. R. McKillop, who during his term has carried out an extensive building program.

Caruthers

C. L. Walton, president of the Fresno County Board of Education, for the last six years has been principal of the Caruthers Union High School, situated in one of the districts lying west of Fresno City a few miles.

The high school is quartered in a building of pleasing appearance, well adapted for its work in an agricultural community. The school offers three distinct courses of study in addition to the group fulfilling the general graduation requirements. The three courses are: (1) the college preparatory group, library and scientific; (2) the commercial course; and (3) the course in vocational agriculture.

Transportation is furnished pupils by the means of five large busses of excellent make. Night school classes are given in choral work, Americanization, band and public speaking.

eral assembly, one day for class meetings, and three days each week for work in the fundamental subjects of English and spelling. Arithmetic and writing instruction has been included. The first time given over to this program has made a decided effect of improvement upon the students, English, spelling and writing.

Coalinga

In writing of Coalinga we are on the Sunset Express in Texas somewhere on the plains between El Paso and San Antonio. Looking out either side of the car window as far as eye can reach, no habitation, not an animal, nothing but greasewood and dead grass. We recollect our first trip to Coalinga years ago before a fine concrete highway ran to the town and con-



Caruthers Consolidated Grammar School, R. O. Price, Principal.



Claremont School, E. L. Jones, Principal; C. L. Geer, District Superintendent.

for and that his good teachers continue on in the system. Mrs. Pearl W. Driscoll, vice-principal of the high school, has taught at Coalinga eleven years; Miss Mildred E. Peckham, assistant superintendent in charge of the junior high school since its inception, has been there ten years; Miss Alice Joy, teacher of mathematics and chemistry, and Miss Caroline L. Ames, teacher of typewriting, have taught ten years in Coalinga. This is a record for a small western city; for, as Mr. Geer aptly states, "the average small community, you know, is usually much more efficient in getting rid of teachers."

The industry at Coalinga is almost entirely given to the production of oil; 15,375,454 barrels of oil were produced in 1920, valued at \$22,801,798. The figures for later years have been fluctuating up and down. Coalinga is an American community. Of the 1000 children in Coalinga schools 97 per cent have both parents born in America. Nearly all the children in Coalinga complete high school and two-thirds of graduates go beyond high school.

The Coalinga Union High School District contains over 600 square miles. In this area Mr. Geer is the supervising principal of the grammar schools. He was instrumental in seeing that nine grammar schools in this district were consolidated to four and that the seventh and eighth grade pupils were transported to Coalinga to the junior high school. In Coalinga itself are located the Sunset Primary School, Miss Frances Swane, principal, which contains a kindergarten and the first four grades, and the Polk Intermediate, fifth and sixth grades, of which Miss Erma Hawley is principal.

Twenty-one miles south and west of Coalinga is located the Coalinga Heights School, a mountain school with a three-room furnished house for the teacher. Another mountain school, Coalinga Pines, is located eighteen miles north and west of Coalinga. In addition to these schools, Mr. Geer supervises the Oil King and Claremont grammar schools. Besides Mr. Geer, teachers of special subjects in Coalinga of

vocal music, drawing, penmanship, physical education, band and orchestra, supervise these subjects in the various grammar schools.

Coalinga was among the first places in California to supply teacherages for the teaching force. At Oil King is a furnished house for six teachers and a separate house for the principal. At Claremont a furnished house for six teachers and a separate apart-



Printing Class, Coalinga Senior and Junior High Schools.

ment for the principal. At the high school is a teacherage for six teachers, a furnished house for the school mechanic, and a furnished house for the teacher who drives the truck at the end of the longest bus run. These are in addition to houses for teachers at the mountain schools. Transportation for 450 pupils is provided in eleven large busses owned by the schools. There is a district library with a regular school librarian that has a branch in every school and in most of school rooms. More than 5000

books are carried at the beginning of each school year.

At the Coalinga High School is a cafeteria. Here food is cooked and transported to steam tables in two nearby grammar schools. The high school also has its own ice plant.

In Mr. Geer's philosophy of education there is no place for retardation. A child behind in his grade is coached in opportunity rooms, in which are small numbers of pupils, and is brought up to his grade. On the other hand, acceleration is more than discouraged. Bright pupils are kept with more work and other activities.

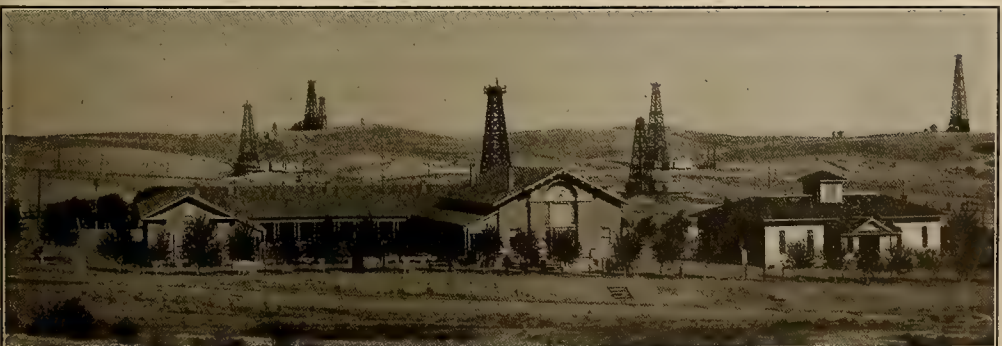
In order to secure better English for the last two years, every child from third to sixth grade turns in every two weeks a paragraph written and rewritten until it becomes the child's best possible work. This paragraph is sent into the junior high school office, where it is rechecked and sent

back with comments for both teacher and pupil. Mistakes are corrected, but emphasis placed upon recognizing the best in the composition.

The Coalinga Junior High School was founded in 1917 under the principalship of Miss Mildred E. Peckham. Besides the regular scholastic subjects, opportunity is given to take all kinds of hand work—millinery, polychrome, reed work, basketry, sewing, cooking, painting, auto-mechanics, wood-work, sheet metal and acetylene welding. The wealth of courses given shows that the numbers in classes in the seventh and eighth grades has dropped to nineteen per teacher. In the ninth grade and senior high school it is twenty-two per teacher. The low number of pupils in the seventh and eighth grades makes possible more thorough work during the period when the pupil needs individual attention. He learns how to study here and then can do the work to better advantage in the upper grades.

FRESNO COUNTY FREE LIBRARY

Fresno County Free Library, under the direction of Miss Sarah E. McCardle, librarian, is doing a tremendous work in the Fresno County schools. There is the fullest



Oil King Grammar School, A. R. Livingston, Principal; C. L. Geer, District Superintendent.



Riverview Union Grammar School, Henry Abrams, Principal.

amount of co-operation between the Fresno County Free Library and Clarence W. Edwards, the superintendent of Fresno County. Members of the school department staff that are a deciding factor in this excellent service are: Mrs. Melissa Fuller, head of the school department; Leta Weems, senior assistant; Mrs. Meta Redlyn, secretary and statistician; Bernice Price, high school assistant; Agnes Pearson, elementary assistant; Mildred Wallace, elementary assistant; Clarence Bradford, driver.

The Fresno County Free Library carries on its work in the following educational units in the county: 11 high schools; 136 elementary schools; 4 emergency schools; county superintendent's office; nutritional home; individuals who have children in out-of-the-way places and have no access to schools.

In June of each year before the books



Scandinavian Grammar School in Fresno County Free Library.

are adopted for the new county manual, the County Board of Education calls in conference Miss Sarah E. McCardle, county librarian, and the head of the school department. They discuss freely the new adoptions, deciding whether they shall be placed in the hands of the pupils, or for the use of the teachers only. The school department furnishes the County Board of Education a list of the available material at the County Library for the different grades so that there shall be no unnecessary duplication of material. This co-operation between the County Board of Education and the County Library provides an



Las Deltas Grammar School in Fresno, County Free Library.

excellent service for the schools of Fresno County.

The special supervisors from the county superintendent's office also consult with the school department before recommending books to be adopted by the County Board of Education. Some of these supervisors make a survey of the county schools ascertaining, not how many, but how few books the schools may need. At no time during the year are books allowed to lie idle on the shelves. When the supervisors find excess material they notify the county libra-



High School Teacherage, Coalinga.

rian and request that this material be given to another school that may be badly in need of the same.

Owing to the size of Fresno County and its varied industries, the County Board of Education and the school department of the County Library are often called upon to co-

operate in the care of the emergency schools which spring up, as it were, over night, in various parts of the county. At present the school department is taking care of four emergency schools, two in the mountains on the San Joaquin Light & Power Company's property, and two over on the West Side in the cotton fields. These schools are taken care of, and are given the same care and attention as the other schools of the county, although there is no money provided for their support.

The Nutritional Home, a school for the under-nourished children, is also taken care of by the County Library free of charge.

Whenever the office of the county superintendent of schools requests material for their own use, it is promptly furnished them, and whenever the county superintendent of schools recommends that an individual who is living miles from a school be given service the same is rendered without a question.

Mr. Daniel E. Doran has become the vice-president and Pacific Coast manager of the Mack Travel Service Bureau, with offices in the Balboa building, Second and Market streets. Mr. Doran is well and favorably known to many of our readers and those contemplating a trip during vacation should consult him.

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UNCLE SAM'S DOMAIN IN THE SIERRA NEVADA OF CALIFORNIA

(Being notes of a few fundamental things which must be done if this region is to be saved from destruction.)

In order to save some of the remaining wilderness spaces as they were turned out by the hand of the Creator until the American people learn how to use without destroying these national assets, wise and far-sighted conservationists must:

(1) See that the region southeast of the present Yosemite National Park, of which it was once robbed, is returned to the park. This region lies within a triangle outside the present southeastern park boundary, the base of which could be an east and west line extended from the extreme present southern park boundary below Mariposa Grove eastward to Mammoth Crest either all the way to Bloody Canyon country joining the present park boundary, or turning westward about Agnew Pass and joining the present park boundary at Mount Lyell. Such a boundary would include the Thousand Island and Garnet Lake region, the Shadow Lake region, the Ritter and Minaret Range, the upper reaches of the North Fork of the San Joaquin, which is still a wilderness, and the McClure and other similar lakes. All of this region has been seriously damaged by overgrazing and is being invaded by water men, power men and mining men. The Gem Lake and Rush Creek part of it might be excluded because it has already been despoiled by power companies.

(2) Return some of the country lying west of the park which was once in the park, either as a part of the park or as a **Federal game refuge**, in order to give to the park wild life the winter range which is necessary for its preservation. The region particularly referred to is the watershed of the South Fork of the Merced, beginning with the most southerly boundary of the park and extending northward with the park boundary as far as necessary and westward to the principal bodies of patented land. This region is well known to game butchers and is unprotected by state game wardens. The writer owns patented land within the region which he maintains as a game refuge.

(3) Stand for the enlarged Sequoia National Park as approved by the Coordinating Commission on October 19, 1925, with the addition of (a) the region including Golden Trout or Volcano Creek, the native haunts of the Roosevelt trout, at the southeast corner just outside of the proposed enlarged park boundary; (b) the region northeastward of Sheep Mountain containing some 5000 Sequoia trees, which it is proposed to exclude from the present established Sequoia Park; and (c) the region between the present Sequoia Park and King's River Canyon, and east of the General Grant National Park, the inclusion of which seems to be opposed only by a few cow men and lumber men. In other words, compromise less with the private interests and give the 120,000,000 people of the United States their rightful title.

The reason for subtracting these regions from the over-large forest reserves and including them in our national parks is that they can be more easily and surely saved from the destruction or waste to which the Forest Service is subjected, in spite of Forest Service policy, and to which pressure

the Park Service is less subject. It is in the very nature of things that the Forest Service is a victim of commercial pressure to a greater degree than is the Park Service. The wise men in the Forest Service understand it and will welcome these changes.

The majority of American people have only to fight a very small but organized minority of cattle men and sheep men, power men and water men, mining men and lumber men.

As an illustration of the destruction of national assets, take a California Sierra Mountain meadow. One of these may be stamped out by cattle or sheep in a single season. These meadows are the product of some hundreds or thousands of years' struggle for existence on the survival-of-the-fittest plan. Professor Kennedy of the University of California, the highest authority on these meadows, says one of them so stamped out cannot be renewed in 100 years and probably never. The writer has tried it for fifteen years by artificial means on patented land and has failed. Certain meadows south of the Yosemite Park in the Sierra Forest were turned to dust in the summer of 1924 and were reported by the writer to the Forest Service as utterly destroyed. Certain rangers in sympathy with cow men advised him that if he would go back in the season of 1925 he would find these meadows green again. He did so. They were green with weeds. The cattle there fed upon the little grass which survived, leaving the weeds to reseed themselves and giving the wild feed no chance to reseed. Thus the present grazing policy, which is not Colonel Greeley's, intervenes and helps the weeds in their struggle and they are all that survive. The mountain meadow as a national asset has been wiped out. It is now almost impossible to go with pack animals into these regions and find feed for more than a single night. This is only one illustration. Forests, streams, lakes, wild animal life, and other wild plant life would serve just as well.

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If the American people or even the people of California would see that the preservation of these wonderful things would mean more to California in the long run economically than does the filing upon and tying up in private interests of power, minerals, timber, pasture, or even water. The fact is private interests are acquiring private rights in natural resources which the people of California will not need to draw upon for several hundred years.

Hubert A. Steidley was appointed principal of the Half Moon Bay grammar school in January, to succeed Mr. M. E. Rogers, who resigned at the close of the fall term.

Mr. Steidley comes from Oklahoma and is a graduate of the Central State Teachers College in Greeley, Colorado, and is taking further work at Stanford University. He has held high school and elementary principalships in Arizona and Colorado.



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DR. STRATON'S MUSEUM OF SUPERNATURAL HISTORY

James M. Malloch

In the February issue of *The Forum*, Dr. John Roach Straton, fundamentalist champion in New York City, proposed the addition of an exhibit to the American Museum of Natural History of what might be called *Supernatural History*. The exhibit would show very simply and clearly the Bible story of creation in opposition to "the debasing idea of the brute origin of man" which is now set forth by the specimens which Dr. Straton calls "flimsy and tricky evidences."

But what is the Bible story of creation? It is an early Hebrew narrative asserting in allegorical style that back of all created things is the power and purpose of God. There is nothing in this story on which to base criticism as distinguished from evolutionism. There are no details. There are no biological evidences minutely described. In other words, the Bible says nothing about the process of creation. It affirms that God made man but it does not disclose **how** God made man.

This is where the scientific method comes into use. Stated in theological terms the business of science is to discover, if it can, how God created the universe and all that's in it, including man. The Right Reverend Edward J. Hanna, Roman Catholic Archbishop of San Francisco, said recently, "Science has done much to explain to us how God works. It has been unable to explain anything without God." Dr. James L. Gordon, pastor of the First Congregational Church of San Francisco, says, "Law is the divine habit. Natural law is God's way of doing things."

These quotations get at the root of the matter. God is in His world. Science has not driven Him from it. "The universality of natural law has not destroyed faith in God," writes Dr. Edwin Grant Conklin, Professor of Biology, Princeton University. Sir Bertram Windle, Professor of Anthropology in St. Michael's College, Toronto, writing as a Roman Catholic, observes, "Fr. Wasmann, a Jesuit, is recognized as the leading authority in the world on ants. He recently spoke on this subject at the International Congress of Entomologists, held at Zurich. He thinks, as I do, that evolution is by far the most probable hypothesis, indeed at the moment the only conceivable hypothesis, and that—it is quite innocuous from the religious point of view, indeed even more redounding to the greatness of the Creator than the old idea." But the world which God has made is subject to scientific methods of inquiry and yields up many of its secrets only to those who use accurate means of investigation.

What does the scientific world report after years devoted to the discovery, verification and classification of facts? The answer is in the word which Dr. Straton seems to suspect beyond reason—"Evolution." There can be no question about the attitude of the scientific world toward evolution. Professor Conklin has said, "There is probably not a single biological investigator in the world today who is not convinced of the truth of evolution." He ought to know, but any one can verify his statement by going to the library and reading the works of the science faculty of any recognized college or university. Rare in-

deed is the book on biology or any other branch of natural science which is not written from the evolutionary standpoint.

Theologians, whether they like it or not, are faced with the necessity of taking the testimony of science on the origin of man. One cannot expect to find the theory of evolution in the Bible. In the first place, the Bible was written before the dawn of modern science. In the second place, the Bible is not a text-book on science. Its theme is religion, not geology or biology. It discloses nothing about evolution. Neither does it deal with the technic of modern surgery or radio engineering. Evolution is just as technical and involved a subject as medicine or engineering and the theologian is forced to take the word of those who know something about it. The opinion of all the laymen in America—laymen from scientific standpoint—on a problem of natural science including evolution, is not worth the precise conclusion of one laboratory expert.

There is one thing, however, which the preachers can try to do, viz., to be both Christians and evolutionists. The early church adopted from the Greek philosophers the idea of the Logos. "In the beginning was the Logos, the Word," wrote the author of St. John's Gospel. The modern church can incorporate into its thinking with equal profit, the idea of evolution. "If God in building up this universe worked through laws, the more geology and astronomy and biology can tell me about those laws the more I know of God," spoke the president of a religious institution of California. Dr. David Starr Jordan, the "Grand Old Man of Stanford University," wrote for the *International News*, "The Lord has left matters of fact in the makeup of the universe for us to find out.—The present movement (fundamentalism) will fade away again, as it did in the days of Darwin and Huxley, but Christianity I believe will survive it, though shedding most of its dogmas for the sake of the integrity of the human mind and of pure religion and undefiled."

But how can one be a Christian and an evolutionist at the same time? insists the fundamentalist. The answer is as simple and direct as the testimony of the early Christians to the faith that was within them: It has been and is being done. Life is the test of life's philosophy. Dwight L. Moody said of Henry Drummond, the noted evolutionist, that he was the most Christ-like man he (Moody) had ever known. Dr. Straton would show in his exhibit "the avowed dependence upon God of Woodrow Wilson during the troublous days of the World War." Mr. Wilson, on August 29, 1922, wrote to Dr. Winterton C. Curtis of the University of Missouri, "May it not suffice for me to say in reply to your letter of August 25th that, of course, like every other man of intelligence and education, I do believe in organic evolution. It surprised me that at this late date such questions should be raised." This statement, at least, should arouse some sympathetic feeling in the breast of Dr. Straton toward those Christians who follow the trail of modern science.

"Yet," writes Dr. Straton, "these unproved theories are being used today to lead our children away from the Bible revelation." It all depends, as we have pointed

out, upon one's interpretation of the Bible. The world of science cannot be blamed for the failure of large sections of the church to use the Bible in accordance with the light of newer knowledge. There is a biblical science as well as a natural science. Moreover, it may be contended successfully that the lack of adjustment between scientific and religious thought is a small factor in the religious confusion of our time. The difficulty lies within, not without, the church. Bishop William Thomas Manning of New York, writing in *The Forum* asserts, "Our divisions are giving the forces of evil and unbelief a terrible advantage. If Christ cannot bring His own followers together in fellowship and brotherhood, how can men believe in His power?" The church has its own questions to answer. It has little time or capacity to solve the problems of science.

Christian liberals, if we may write as one of them, would offer no objection to an exhibit, similar to that suggested by Dr. Straton, to display the value of religion in life and thought. In fact, they would desire to make the exhibit even more elaborate and impressive than Dr. Straton proposes to do. They, however, would and do object to the implication that a religious exhibit is needed to offset the impressions to be gained from *The Hall of the Age of Man*. The only purpose of an exhibit of "The Bible Story of Creation" should be to supplement the theory of evolution with the religious viewpoint. The two exhibits, rightly understood, would be complementary. Without science man would wander over the earth the prey of superstition and chance. Without the age-old words of the prophets collected in the biblical library he would drift, as Rudolf Euken feared, without a guiding star on the waves of time.

MIGRATORY CHILDREN PROBLEM CONSIDERED

By Helen Heffernan

The Rural Supervisors' Association of the San Joaquin Valley met in Hanford on March 5 to discuss the problem of the migratory child in the public schools. Miss Georgiana Carden, state supervisor of attendance; Miss M. L. Richmond, county superintendent of schools of Kings county, and L. E. Chenoweth, county superintendent of schools of Kern county, were the guests of the association at this meeting.

The sentiment of the association on the problem under discussion was crystallized into the following statement, which was unanimously adopted by the supervisors:

Whereas, the problem of providing educational facilities for the children of migratory laborers has become more acute with the development of the cotton industry in California, the Rural Supervisors' Association of the San Joaquin Valley goes on record as favoring:

1. No relaxation in the enforcement of the act guaranteeing the educational rights of children, with its indirect control of child labor.
2. An adaptation of the public school system of the state to provide:
 - a. A financial program organized by the state recognizing the migratory child as a permanent state problem rather than a district emergency.

(Continued on Page 11, Col. 2)

ARTICLE ON READING OF INTEREST TO EDUCATORS

"Diagnostic and Remedial Work in Silent Reading," by D. J. Beeby, principal of the Oglesby school, Chicago, Ill., is an article that has created favorable comment among educators. It is published in the current issue of "The Chicago School Journal," and was read at the June meeting of the Chicago Pedagogical Club. The report goes into detail upon tests and results, and is illustrated with charts and tables. The work reported upon is that of the Oglesby school.

Mrs. Adelia Adams Samuels, author of "An About Face in Education," will conduct a demonstration school in connection with the Pomona College, summer session.

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(Continued from Page 10, Col. 3)

- b. Adequate salaries for specially trained teachers.
- c. That the seasonal school extend its function to include such social service as day nurseries, clinics and school lunches.
3. Cooperation with other agencies in an effort to fit the migratory family into the social and economic life of the state.
4. The appointment of a committee by the president of this organization to make:
 - a. An instructional program based upon an analysis of the fundamental life needs of the migratory child and stated in terms thereof.
 - b. A determination of adequate equipment and necessary supplies for a unit seasonal school.

Six counties of the district were represented at this meeting. The following represented their respective counties: Kern—Superintendent L. E. Chenoweth, Mrs. Lenice C. Eyraud, Miss Lotta H. Harris, Herbert L. Healy, Jack Byfield; Fresno—Miss Nan Weed, Miss Ada Camp, Mrs. Margery Forsberg, E. E. Frasher, D. F. Tuttle, J. Harl Tener, Mrs. Harriet Merrill, C. O. Blayney; Tulare—Miss Ruth Nash, Mrs. A. C. Rosenthal, Mrs. Grace R. Parker, W. F. Houk; Madera—Mrs. Ella K. Jones, Miss Esther J. Erickson; Merced—Mrs. Callie N. Thomas, Miss Gertrude Vasche; Kings—Superintendent M. L. Richmond,

Miss Ada Buckridge, Miss Helen Heffernan, Mrs. Leona Bradford, Mrs. Nella G. Ayers, Mrs. Clara Coldwell, Mrs. Mildred F. Lloyd.

Miss Nan Weed, president of the association, appointed the following committee to work out the details of the instructional program and the necessary school equipment: Miss Helen Heffernan, Kings county, chairman; Mrs. Harriet Merrill, Fresno county; Miss Esther Erickson, Madera county; Mrs. Callie N. Thomas, Merced; Mr. MacKaye, Tulare county, and Mr. Healy, Kern county. This committee is to report at the next meeting, which is to be held in Bakersfield on April 9.

At this time, it is expected that these plans may be put in form for presentation to county boards of education in those counties affected by the problem of the seasonal laborer.

During the last cotton season in Kings county there were over 500 migratory children in the schools. The problem was five times as acute in Kern county and still more extreme in Imperial.

The high school at Gilroy is to be improved and a new grammar school is to be erected with the \$60,000 which was recently voted favorably upon in Gilroy. Six additional class rooms and a cafeteria are among the improvements for the high school.



A TRIBUTE TO OUR FLAG

(Editor's Note:—Gale Beeman, author of this Tribute, is a 13-year-old high school student. She is a freshman attending the Roosevelt high school in San Diego.)

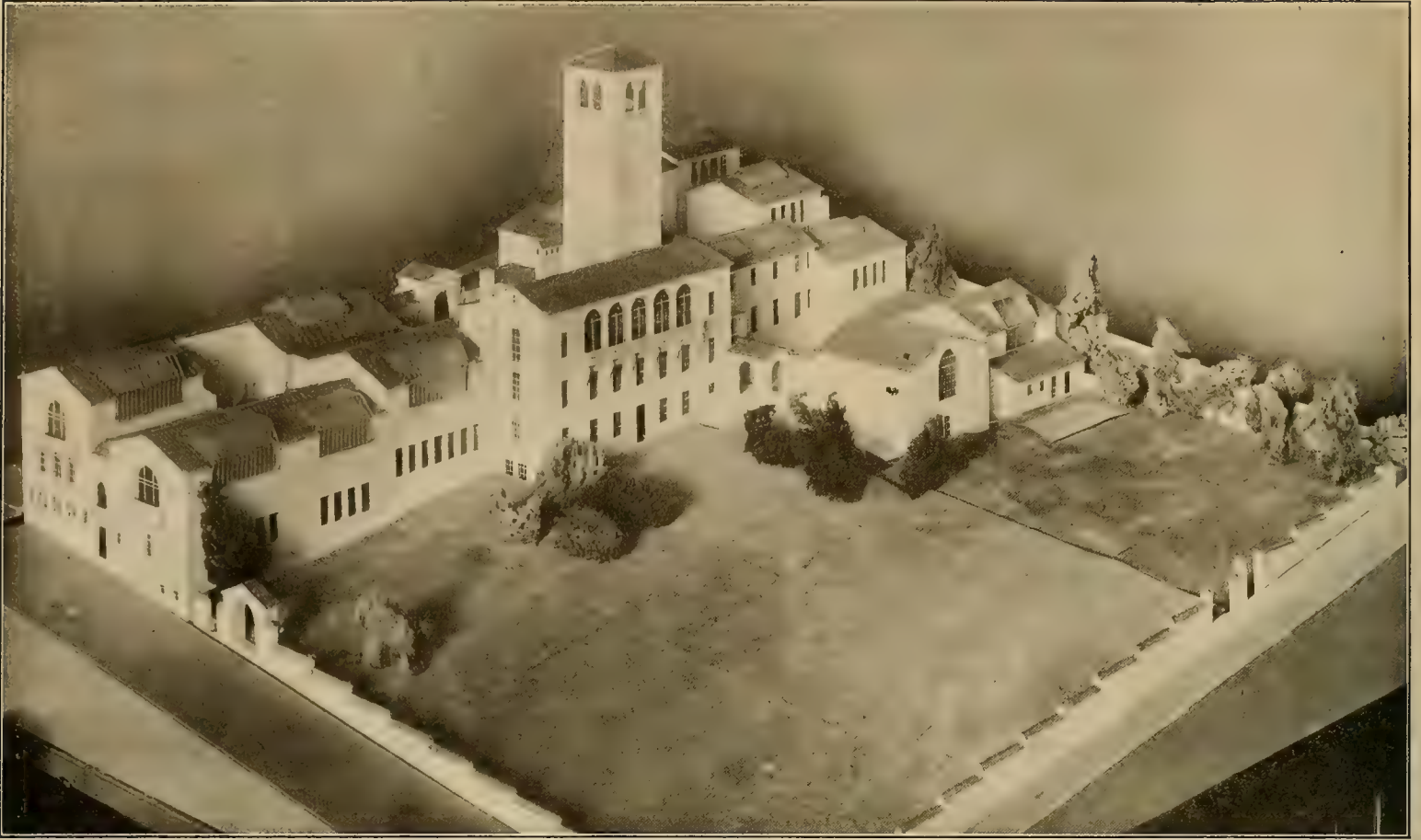


Flag of our Nation, you give inspiration to the brave, courage to the timorous, and joy to the homeless.

Wrapped in the folds of your glory, your people wander to foreign lands, secure in your protection.

We love, honor, and revere you; the flash of your colors brings a sob to the throat and a tear to the eye. Our songs of praise are everlasting.

May you ever wave over the land of the free and the home of the brave; fearless, undaunted, stainless, and invincible.—GALE BEEMAN.



California School of Fine Arts, San Francisco.

NEW BUILDINGS OF THE CALIFORNIA SCHOOL OF FINE ARTS AND SAN FRANCISCO ART ASSOCIATION

Apropos of the new buildings of the California School of Fine Arts a question proposes itself.

In this age of industry, commerce and science, why is it that so many bright, intelligent, young people, standing at the threshold looking out with wide, eager eyes on life, seek for an art school anxious to acquire the things its courses of study offer? Those of us who meet and talk with them know it is not the money—though that is necessary in its way—it is not the chance of fame, though that is a natural dream of youth. It is a genuine love, however, often imperfectly understood, for the spiritual values of art, a love of beauty—if by beauty we mean all of the good in the world.

It is easy to be a pessimist and say art and religion decline, people no longer care for art or seek good things, but just so how often we heard that the French people were degenerate and had lost their national integrity until the heroes of the Marne, the Somme and Verdun proved the contrary.

It is an important sign when nearly a thousand students applied for art instruction in the California School of Fine Arts during last year. Other art schools also increase. It is important that what we give these students be a living art, progressive, in touch with our own life and times—also vital as to content, direction and craftsmanship. For this reason it is important that the public shall know of the splendid group of buildings now under con-

struction at Chestnut and Jones streets, on the slope of Russian Hill, as a permanent home for the California School of Fine Arts and San Francisco Art Association. It is the outgrowth of the old Mark Hopkins Institute which the older generation of San Francisco have associated all these years past with its historic site on Nob Hill. Those who guided its destinies during these early days builded well in useful service to the community. Change is the life of progress; that which lives and grows must change, and this change was necessary to growth.

In developing plans for the new building of the school we have kept foremost in our minds the organization of its different departments. The heart of the design is the cloister or central patio with its garden space open to the sunlight, and its arcades suggesting reminiscences of the beautiful old monasteries of Italy, where much of the development in painting of the early Renaissance took place. About the court are grouped several wings: one for drawing and painting; one for sculpture and its allied subjects in architectural ornament and decoration; still another wing for design and various important crafts, such as pottery, weaving, wood and metal work, and the like. Finally, a unit devoted to the social activities of the Art Association and students, and including a large library room which will house a select library on the history and development of art.

The style of architecture, while modified to serve peculiar purposes, is frankly suggestive of the Italian Renaissance, of concrete construction with a campanile that commands a magnificent view of the bay and surrounding country.

Here is a wonderful opportunity to create an art center—through the school by progressive studies in the fine and applied arts, and through the Art Association to awaken public interest by lectures, dramatic presentations, pageants, and through exhibitions of contemporary work.

For the future we need especially the enthusiastic support of teachers to make our cherished hopes to create a center of living art in the West a reality.

California School of Fine Arts

(Formerly Mark Hopkins Institute)

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THE N. E. A. MEETING IN WASHINGTON, D. C., FEBRUARY 21-25

Department of Superintendence

The meeting at Washington under leadership of Superintendent Frank W. Ballou was of unusual interest. Superintendent Joseph Marr Gwinn of San Francisco in his report to the Board of Education and the teachers of San Francisco gives an excellent account of the high points of the meeting:

Echoes From the 1926 Convention of the Department of Superintendence and Allied Organizations

"If the N. E. A. had done nothing else in the last five years except to awaken the elementary principal to study his own problems, to find out his responsibilities, it would be worth all that the association has received from all sources," said Miss Mary McSkimmon, president of the N. E. A., in addressing the superintendents.

Miss McSkimmon said, in part: "When the principal's supreme interest is the improving of the learning process, he soon finds it necessary to help his teachers improve their own teaching. This is the real test of his leadership.

"The efficient principal has learned how to make sure of professional growth for the whole faculty through teachers' meetings, that the time devoted to conferences and formal meetings are his golden opportunities to awaken the professional duties of his faculty, this meeting should be planned with real objectives, contributions by all, but always under the control of the master mind of the principal, as leader."

The speaker also stated that the efficient principal gets his real power through his touch with his community. Anything that will get him and keep him in touch with the citizens of his community will materially strengthen his school. The Parent-Teacher organization is one of the greatest assets today to education. The principal must know and inform those who are only very remotely interested in the education of their children.

Decrease the Mechanical Side of School Work

"It is a quantitative and not a qualitative education that we are encouraging pupils to obtain. Mechanized schools and the quantitative measurements generally used influence children differently. The majority withstand the rigors of the system but a large minority become discouraged and fail. This causes unfriendly criticism of the schools. Are the schools failing? No; only with these children. Are the children educable? Yes; even the mentally defective are trainable. There must be a reversal in our schools, particularly the elementary schools, of curricula, of procedure. There is a need for a more vital interest which shall submerge the mechanical in education, so long prominent."

Superintendent David B. Corson, New-

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ark, N. J., in addressing the superintendents urged decreasing the mechanical in education and adopting the psychological. He said: "We now agree that there must be classifications of pupils. This does not necessarily imply the acceleration of the bright and the retardation of the slow. It does mean the adjustment of work to the abilities of the pupils. A cooperative and interested child is quite different from the human school machines which over-mechanized schools develop."

The Principal's Leadership

"Beyond question, the most important duty of the elementary school principal is the leadership of his teachers in the fundamental task of the schools, good teaching. Schools succeed or fail in terms of the quality of instruction given in the classrooms. No amount of well-kept office records and highly efficient building organization will compensate for the neglected leadership of teachers in the classroom," said Frank W. Wright of the Massachusetts State Department, in addressing elementary school principals.

Mr. Wright continued: "The best leadership of the principal is found in real leadership for his pupils. In character scholarship and personality, worthy of emulation, he will find his greatest reward in exemplifying to his pupils all that is best in life and in guiding the thought and action of the hundreds of youth who rightly look to him for guidance."

The speaker stated that educational leadership cannot be found in the principal tied to petty office and custodial duties and that false emphasis on the routine of administration results in neglected supervision of teaching. Specific training for the elementary school principalship, leadership by the principal in the community, a frank recognition by the public as individuals in a higher salary scale, definite standards for training in service are factors in development of leadership by the principal.

Problems in Improving High School Instruction

Seven activities were found to include practically all the procedures in instruction witnessed in visiting high school classes by Mr. J. T. Giles, State high school supervisor of Wisconsin, one of the speakers at the high school supervisors' meeting. These seven activities were: Teacher talk, oral questions and answers, topical recitations, socialized recitation, written tests, directed practice, and directed study.

The speaker said: "Question and answer, at the average rate of about three questions per minute, together with teacher talk, consume over eighty per cent of the recitation time.

"The topical recitation offers excellent training for the student who has the floor, but the effect on the rest of the class is not so evident. It has been found so difficult to conduct a socialized recitation in which all pupils participate, each making his contribution in a courteous and natural manner, that few high school teachers have used it successfully.

"The new-type, short-answer, objective test used in connection with directed study is now being tried out by many progressive teachers. Apparently it eliminates much waste due to inattention and makes provision for individual differences. By this plan each pupil can work at his own best rate.

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The recently invented objective examinations will enable us finally to determine the efficiency of each of these seven classroom activities."

An interesting feature of the meeting to Californians was the annual breakfast at the Willard Hotel. Mr. Keppel acted chairman and toastmaster. He introduced Mrs. Dorsey, who in turn introduced Secretary Wilbur; Mr. Cooper, who presented Congressman Barbour; Mr. Grimm, who introduced Mrs. Kahn; Mr. Hunter, who introduced Congressman Carter, and Mr. Stephens, who introduced Congressman Lineberger. In addition, brief speeches were made by Miss McSkimmon, Commissioner Tigert and Arthur H. Chamberlain.

California School People and Family Members Present

Adams, Ida May, 901 Washington Building, Los Angeles; Bachrodt, Walter, superintendent of schools, San Jose; Burks, J. D., S. F. school department, San Francisco; Bush, George C., superintendent of schools, South Pasadena; Clifton, A. R., superintendent of schools, Monrovia; Collins, Ida M., county superintendent of schools, San Bernardino; Cooper, W. J., superintendent of schools, Fresno; DeBell, W. H., deputy superintendent of schools, San Francisco; Dorsey, Mrs. Susan M., superintendent of schools, Los Angeles; Farno, Alice, supervisor of corrective work, San Francisco; Faught, W. E., superintendent of schools, Modesto; Faught, Mrs. W. E., Modesto; Dickson, Virgil E., assistant superintendent of schools, Berkeley; Givens, Willard E., assistant superintendent of schools, Oakland; Gould, Arthur, assistant superintendent of schools, Los Angeles; Gwinn, J. M., superintendent of schools, San Francisco; Hahn, Julia L., kindergarten-primary supervisor, San Francisco; Hardy, David P., deputy superintendent of schools, San Francisco; Henderson, F. A., high school, Orange; Holbrook, C. R., superintendent of schools, San Bernardino; Holmes, Eva, county superintendent of schools, Napa; Huff, William F., principal platoon school, Long Beach; Hunter, Fred M., superintendent of schools, Oakland; Jones, H. W., superintendent of schools, Piedmont; Kemp, W. W., school of education, University of California, Berkeley; Keppel, Mark, county superintendent of schools, Los Angeles; Lundgren, Leonard, director of adult and vocational education, San Francisco; Milliken, Ben S., Covina; Mooney, Mary F., San Francisco; Mosher, Raymond M., San Jose; McLaughlin, Katherine L., University of California, Southern Branch, Los Angeles; Neel, Melvin, president Board of Education, Long Beach, L. A. County rural supervisor; Neel, Lorraine (daughter), Long Beach; Plummer, Louis E., principal high school, Fullerton; Proctor, Wm. M., Stanford University; Routt, Forrest V., superintendent of schools, Alhambra; Shafer, Harry M., assistant superintendent of schools, Los Angeles; Shafer, Mrs. M., Los Angeles; Stephens, W. L., superintendent of schools, Long Beach; Stewart, Paul E., superintendent of schools, Santa Barbara; Stewart, Mrs. Paul E., Santa Barbara; Stuckey, W. L., superintendent of schools, Huntington Park; Teach, Charles E., superintendent of schools, Bakersfield; Teach, Mrs. Charles E., Bakersfield; Wade, May C., principal elementary school, Berkeley; West, John Franklin, superintendent of schools, Pasadena; White, Richardson D., superintendent of schools, Glendale.

One-Time Californians

Alltucker, Margaret M., research division N. E. A., Washington; Bailey, Mrs. Edna W., 434 West 120th street, N. Y. C.; Barnhart, E. W., Federal board for vocational education, Washington; Flanders, J. K., State Normal School, Oswego, N. Y.; Haddock, Nellie A., director of bureau of measures (formerly Los Angeles), Louisville, Ky.; Hagelthorn, Sigma, school of education, N. Y. University; Hockett, John A., Lincoln School Teachers' College (formerly Los Angeles), N. Y. C.; Jones, Miss Lydia D., dean of women, State Normal College, Ypsilanti, Mich.; Kyte, George C., Teachers' College, Columbia University (associate research director, Cal. curriculum study), New York; Patty, W. W., school of education, Indiana University; Pope, Alvine, N. J. School for the Deaf (formerly director of education, Panama Pacific Exposition), Trenton, N. J.; Ritter, W. E., science service (formerly University of California), Washington; Sturtevant, Sarah M., Teachers' College, Columbia University, New York; Weidemann, Charles C., N. Y. C.; Whitehead, Douglass, supervisor socialized activities (formerly State Teachers' College), San Francisco; Van Liew, C. C., The Macmillan Co. (formerly San Francisco), N. Y. C.

Nevadan

Billinghurst, B. D., superintendent of schools, Reno, Nev.

Publishers' Representatives

Allen, A. K., Houghton Mifflin Co., San Francisco; Culp, W. M., Harr Wagner Publishing Co., San Francisco; Ellsworth, Jesse A., Macmillan Co., San Francisco; Moore, Fred T., Silver Burdett and Co., San Francisco; Morehouse, T. C., The Macmillan Co., San Francisco; Morosco, A. H., Allyn & Bacon, Los Angeles; Osborn, J. S., Los Angeles; Osborn, Mrs. J. S., Los Angeles; Van Liew, C. C., The Macmillan Co. (formerly San Francisco), N. Y. C.

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Guests

Ballou, Frank W., superintendent of schools, Washington, D. C.; Ballou, Mrs. F. W., Washington, D. C.; McSkimmon, Miss Mary, president N. E. A., Brookline, Mass.; Tigert, John J., U. S. commissioner of education, Washington, D. C.

Congressional Delegation (Also Guests)

Barbour, H. E., Congressman, Fresno, Calif., Washington, D. C.; Carter, Albert E., Congressman, Oakland, Calif., Washington, D. C.; Kahn, Florence P., Congresswoman, San Francisco, Washington, D. C.; Lineberger, Walter F., Congressman, Long Beach, Calif., Washington, D. C.; Wilbur, Curtis D., Secretary of Navy, San Francisco, Washington, D. C.

Superintendent Condon of Cincinnati was elected president of the N. E. A., Department of Superintendence, for the year 1926-27.

SUTTER COUNTY SURVEY

Superintendent Minnie Gray of Sutter county is arranging for intelligence and achievement tests to be given in the schools of her county this spring. The tests are to be given under the direction of Dr. J. V. Breitwieser of the Department of Education of the University of California.

Miss Marian Canfield will be sent into the field to give the tests, which will be corrected at the university. The results are to be published in printed form before the end of the school year.

As a preliminary to the survey and to acquaint the teachers with the plan of procedure, Dr. Breitwieser was invited to address the Sutter County Teachers' Association late in February. There was a splendid attendance and an enthusiastic response and Superintendent Gray is looking forward to the accomplishing of a successful as well as interesting piece of work.

Mr. K. O. Bayless was appointed supervising principal of the Union grammar school in Lincoln, Placer county, in the fall of 1925. Mr. Bayless was formerly principal at Alturas. Before that he was principal at Saratoga for five years. He is a graduate of the San Jose State Teachers College.

Walter Bachrodt, city superintendent of schools in San Jose, returned from the East, where he attended the four-day conference of the department of superintendents of the National Educational Association held in Washington, D. C., and heard addresses given by President Calvin Coolidge and Secretary Herbert Hoover. While in the East Mr. Bachrodt studied the school systems in various cities there, and reports many interesting experiments being conducted in eastern schools.

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WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

As soon as the \$114,500 bond issue money is available work is to begin on the new high school building in Davis. The bonds carried by a majority of fourteen to one at the recent election.

Bonds for more school facilities in Huntington Park were voted upon recently and the new buildings should take care of increase in attendance for several years to come, according to W. L. Stuckey, superintendent of schools.

A new fireproof, twenty-four-room school building is to be erected in Redwood City in the near future, to take the place of the Central School on Broadway. According to Superintendent Roy W. Cloud, attendance is growing at the rate of nine rooms a year. The new building will cost about \$190,000 and it will be necessary to raise a part of this sum by vote of the people.

The report on the vocational education survey which is being conducted in the Fresno schools is expected to be given about May 1. Work on this survey has been carried on for the past year under the direction of Grayson N. Kefauver, director of research for the local school department, and Walter R. Hepner, principal of the Fresno high school.

A new style of report card is being used in the Fresno school system, where Wm. J. Cooper is superintendent. The teacher makes a study of each individual child and some of the questions that are reported upon are:

Does the pupil play freely with his fellows, try to play fairly, help with the work of his class, depend upon himself, try to help others, try to be on time, try to use his time effectively, appreciate the proper uses of money, take care of his clothes and personal belongings, use carefully school supplies and properly respect the property rights of others, try to follow the rules of health, try to be courteous at all times, frankly admit mistakes and try to make amends? The height and weight of the pupil also are listed on the report card.

Within seventeen months after the funds were available, Pasadena Board of Education has carried out a local building program, with costs in close proximity to \$2,000,000, which is tending to make the local educational system one of the finest in the country, Henry G. Lehrbach, business manager of the local schools, declares. He announced that when work now under way is completed the system of schools will furnish sufficient housing accommodation to care for the normal needs of the next three years.

That the schools of the district are not liable for injury to pupils when it is shown that such injury is not the result of any neglect by school authorities, is the opinion of C. M. Ozias, deputy district attorney, submitted to the board of trustees of the Reedley high school, the opinion having been rendered in connection with a case

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presented to the trustees when Jacob Wiens sustained an injury that resulted in the loss of the tip of a finger.

Selden Smith, the Pacific Coast manager of Ginn & Co., entertained Dr. Hopkins,

president of his Alma Mater, Dartmouth College, recently. President Hopkins, under direction of Mr. Smith, delivered an eloquent, humorous and informational address on "College Athletics" before the Commonwealth Club.

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LIBRARY DEPARTMENT

May Dexter Henshall

County Library Organizer,
California State Library

SIXTH DISTRICT MEETING

The sixth district of the California Library Association held its annual meeting at Fullerton on February 6. The district includes all the libraries from San Luis Obispo southward and has a membership of six hundred. A very interesting program has been prepared by Miss Margaret Livingston, county librarian of Orange county, and president of the sixth district, assisted by Mrs. Ethelene M. Kitching, librarian of the Fullerton Union High school, secretary of the district.

Miss Althea Warren, librarian of the San Diego Public Library, gave a delightful talk in her inimitable way on "Style in Present Day Children's Books."

"The Dynamic Librarian" was visualized from the school man's standpoint most vividly by Mr. Richard Warner Borst, head of the English department of the Fullerton Union High School and Junior College.

Mr. Milton J. Ferguson, State Librarian, gave a stimulating talk on "Recent Library Activities" that was replete with items of interest ranging from local to national and international library activities.

Mrs. Mabel E. Faulkner, president of the Orange County Library Club and librarian of the Orange Public Library, proved a charming toastmistress at the luncheon held in the Masonic Temple.

WESTERN REGIONAL CONFERENCE OF THE ASSOCIATION OF ADULT EDUCATION

The Western Regional Conference of the Association of Adult Education which met in the Fairmont Hotel, San Francisco, February 8 and 9 gives promise of one of the most important of modern educational movements. The Carnegie Corporation is back of it and it is sponsored by some of the most important personages in America. A preliminary conference was held in Cleveland, September, 1925. This was followed by an eastern regional meeting in New York during December. Others will be held at Nashville and Chicago. The committee which has been engaged for a year in the consideration of adult education expects from these regional conferences a crystallizing of thought that will result in the formation of a national body for coordination and mutual assistance.

The regional chairman of the western division is Henry Suzzallo, president of the University of Washington. His method of conducting the sessions was a pleasuring feature of the conference.

The eleven western states and the province of British Columbia were represented by twenty-eight of the most prominent educators of the West. Among those from California were the following representatives of schools and libraries: Leon J. Richardson, chairman, executive committee, Cleveland National Conference on Adult

Education, University of California; Will C. Wood, superintendent of public instruction; Milton J. Ferguson, state librarian; Mrs. Julia G. Babcock, librarian, Kern County Free Library; Rufus B. Von Kleinsmid, president University of Southern California; Albert C. Olney, commissioner of secondary schools, and Miss Ethel Richardson, assistant state superintendent for adult education.

Albert Mansbridge of London, founder of the Workers' Educational Association, England, and chairman of the World Association for Adult Education, was the special guest of the regional conference. Dr. and Mrs. Mansbridge are touring the United States and Canada and Dr. Mansbridge is delivering a series of lectures relative to adult education. Adult education is more highly developed in England at this time than it is in America, as is shown by the fact that adults are applying themselves to three-year courses of education. Dr. Mansbridge explained the progress of the activities in England and furnished the conference members with a fund of interesting material.

Some of the representatives referred to the library as the vestibule of education, but Dr. Mansbridge described it in a delightful manner when he said, "The library is a river that flows continually through the whole course of education."

During Dr. Mansbridge's talk he spoke with the keenest appreciation of the California county free library system. Its fame has spread across to England, which has now a county library system and a number of county libraries established.

In response to questions Mrs. Julia G. Babcock, librarian of the Kern County Free Library, gave a vivid mental picture of the county library of Kern county and of its splendid development.

With 4121 county library branches in forty-two counties having county libraries, 138 libraries supported by city taxation, 380 libraries in educational institutions ranging from high schools to universities, and many libraries of special types, California has the best of facilities for meeting the growing demand for adult education.

The Western Regional Conference closed by voting unanimously in favor of the permanent organization of a National Association of Adult Education.

PIEDMONT HIGH SCHOOL LIBRARY

One of the dynamic librarians pictured at the Sixth District Meeting California Library Association, by Mr. Richard Warner Borst, head of the English department of Fullerton Union High School and Junior College, is Miss Gladys English, librarian of the Piedmont High School library. One of her various activities has been the preparation of excellent printed reading lists for the pupils from the first

to the sixth grades, for the students in the junior high schools and also in the high school.

The lists of books for the grades were given out during Book Week, each child receiving a copy, with an invitation to attend the book exhibit at the high school.

The books on the list prepared for the junior high school students were approved by the teachers and the list proved to be very useful for book reports. The list is primarily a background for high school English. Many of the students have started with Aesop's Fables and completed the entire list. Brief explanatory talks were given to the students by the librarian.

A library club organized by Miss English compiled a list of fiction for high school girls who desired to do good reading along that line.

A list of historical fiction for high school students is now being prepared by Miss English. It will be a list that can be used in Latin, English and History and will be annotated.

The following is a special list on California history, fiction and description:

HISTORY

- Bandini, H. E.**
History of California.
- Barstow, C. L.**
Westward Movement.
- Bolton, H. E.**
California's Story.
- Borthwick, J. D.**
Gold Hunters.
- Chapman, C. E.**
A History of California; the Spanish Period.
- Cleland, R. G.**
A History of California; the American Period.
- Drake, S. A.**
Making of the Great West.
- Hunt, R. D.**
California, the Golden.
- Houghton, Mrs. E. P. D.**
Expedition of the Donner Party.
- McGroarty, J. S.**
California, Its History and Romance.
- Markham, Edward.**
California, the Wonderful.
- Norton, H. K.**
California from the Earliest Days to the Present.
- Royce, Josiah.**
California from the Conquest in 1846 to the Second Vigilance Committee in San Francisco.
- Wagner, Harr, and Keppel, Mark.**
Lessons in California History.
- White, S. E.**
The Forty-niners; a Chronicle of the California Trail and El Dorado.
- Winterburn, R. V.**
The Spanish in the Southwest.

FICTION

- Harte, Bret**
The Luck of Roaring Camp.
The Story of a Mine and Other Tales.
- Jackson, H. H.**
Ramona.
- Munroe, Kirk.**
The Golden Days of '49; a Tale of the California Gold Diggings.
- Otis, James.**
Martha of California.
- Snedden, G. S.**
Docas, the Indian Boy of Santa Clara.

Stevenson, R. L.

The Silverado Squatters.

White, S. E.

Gold.

DESCRIPTION

Austin, Mary.

The Flock.

The Land of Little Rain.

Fairbanks, H. W.

California.

Hildrup, J. S.

Missions of California.

Holway, M. G.

Art of the Old World in New Spain;
and,

The Mission Days of Alta California.

James, G. W.

In and Out of the Old Missions of California.

Lyman, C. S.

Around the Horn to the Sandwich Islands and California, 1845-1850. (pp. 193-312.)

Muir, John.

The Mountains of California.

The Yosemite.

Sanchez, N. van de G.

Spanish and Indian Names of California.

White, S. E.

The Mountains.

RIVERSIDE LIBRARY SERVICE SCHOOL

Fourteen students are registered for the long course of the Riverside Library Service School, which opened the first of the year. They are Gladys M. Bowles, Clarkston, Washington; Mrs. Marjorie D. Brown, Santa Ana; Mrs. Helen L. Clutter, Dallas, Texas; Bertha M. Danner, Colton; Elizabeth Derby, Riverside; Mattie Mae Harris, Oroville; Winifred Haines, Riverside; Peggy M. Hudson, Eureka; Margaret L. Keith, San Luis Obispo; Mae Kimball, Riverside; Lillie M. Myers, Arlington; Julia Olmstead, Nampa, Idaho; Edith M. Taylor, Riverside; Velma V. Vaniman, La Verne.

This year marks the opening of a new system in the library school whereby long course students enter at one time and complete their work in mid-August. The former short winter course of ten weeks has been discontinued. The summer course, which formerly was for six weeks, has been lengthened to eight weeks.

NOTES

The California Library Association will hold its annual convention the first week in June in Hotel Virginia at Long Beach. Mrs. Theodora R. Brewitt, librarian, Long Beach Public Library, is president of the association and Miss Hazel Gibson, head of the school department of the Sacramento County Library, is secretary. The three-days' session of the association will be pre-

ceded by the meeting of the county librarians.

Judson T. Jennings, chairman, Commission on the Library and Adult Education, A. L. A., also librarian Seattle Public Library, Washington, visited the State Library at Sacramento after attending the Western Regional Conference. He was the guest of Mr. and Mrs. Milton J. Ferguson. During the brief time he was in California he visited the University of California Library and other libraries around the Bay section, as well as the Leland Stanford Junior University Library. In spite of the brevity of his visit to Sacramento he had time to see the Sacramento Public Library and the new State Library and Courts building, which he considered exceptionally fine.

The Publishers' Weekly of January 30, 1926, contains a fascinating article entitled "California—Empire of Books," by Milton J. Ferguson, state librarian. The story of this "Readers' Paradise" is filled with interesting information woven together with all the poetic charm and romance that typifies California.

Miss Elizabeth Stevens, county librarian of Santa Clara county, was married on February 12, 1926, to Harry Hunter Singletary. Her many friends will be interested to know that she will continue with her work as county librarian.

Miss Joy Bell Jackson, head of the school department of the Santa Clara County Free Library, has resigned to accept a position as assistant in the San Jose State Teachers' College Library.

Miss Margaret Girdner, formerly of the Palo Alto High school, is now assistant in the Pasadena Junior College Library.

The resignation of Miss Jean Ross, for several years librarian at the Sacramento High school, was accepted February 1 by the Sacramento Board of Education. Miss Ross has been appointed librarian of the Santa Monica High school.

Miss Mary Harris, librarian of the Polytechnic High school in Santa Monica, was married on February 17 at her home in Santa Ana to Frank Balzer, Jr., of Mountain Lake, Minnesota. The romance dates back several years to college days in Northfield, Minnesota, where both Miss Harris and Mr. Balzer were students at Carleton College. Following the wedding and a honeymoon in Southern California the young couple went to Mountain Lake, where Mr. Balzer is in the lumber business.

Miss Charlotte M. Brown, librarian at the University of Southern California, was elected president of the Southern California Conference of College and University Librarians for the year 1926, at a meeting held at Whittier College on February 13. Miss Winifred Skinner, librarian of Pasadena Junior College, was elected secretary. Miss Brown, head librarian at U. S. C., who has a staff of seventeen assistants, served as secretary of the Southern California group of college librarians for the past three years.

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There is ample provision for hand work in connection with "The Circus," "The Store," "The Farm," etc. Ample provision also for games.

The Teachers' Edition contains clear, concise directions for obtaining the best results. See pages following 132.

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BOOK REVIEWS

GOOCHY GOGGLES AND HIS POLLY-WOG NAMED WOGGLES, by Andrew F. Underhill, illustrated by Katherine Sturges: Mother Goose will never have had "her day" for she continues to live in a most popular book, but additions to child rhymes are always welcomed by both old and young. This attractive volume, just off the press, has the charm, not only of the delightfully foolish old-style verses but it has a few up-to-date ones which should strike a responsive chord in the child. Children see and hear airplanes, street cars, the policeman is one of their heroes, and a mosquito an every-day nuisance. In this book all of these receive attention. Here is

The Airplane

"The airplane!—The airplane!
Oh, see its graceful sailing!
How blithe and light it skims the air,
The flag behind it trailing!
The man who holds the lever tight
Now turns a dizzy corner,
Oh, my! he's going to 'loop the loop!'
Good gracious, he's a goner!"

The book is attractively illustrated and the imagination is delightfully stimulated with this new material. (Milton Bradley & Company. Price \$1.50.)

FARMTOWN TALES, by Mary Wolfe Thompson: Stories of animals that talk and thus give an understanding of what animals might really think in their own animal world, is the content of this volume. To many children animals seem as another class of people and children with pets are particularly open to gaining more information concerning all animals. But, aside from the instructive value of this material, it makes interesting reading, in fact as interesting as the ordinary story book, and far more delightful than many. Pen and ink sketches by Lorenz C. Braca are amusing and appropriate. This book should be an addition to the school library as it may be offered for supplementary reading from about the third grade to the sixth or seventh. It lends itself to dramatization. (E. P. Dutton & Company, 681 Fifth avenue, New York. Price \$1.50.)

AMONG THE FARMYARD PEOPLE, by Clara Dillingham Pierson: Here is a reprint of a child's book that was found worth while. Many a lesson is taught in these stories of farmyard animals; not entirely are the lessons ones of information on animal life but such good little morals are tucked away in each story that the reading is made truly profitable. "The Lamb With the Longest Tail," "The Bay Colt Learns to Mind," and many other stories furnish young people with a pleasing variety. City children will be surprised to learn so many things of the farmyard people, and children in the country will find the answers to some of the "whys" that may have arisen in their minds. (E. P. Dutton & Company, 681 Fifth avenue, New York. Price \$1.60.)

INTERPRETIVE COSTUME DESIGN, by Rose Netzorg Kerr: This series, in loose-leaf folio form is for the student of art education who desires authentic material on well designed costumes. The series consists of "Egypt, Greece and Rome," "The Age of Chivalry," "The Orient," "American Costume, 1620 to 1860." These plates are seven by ten inches and there are twelve to a folio. They are executed in pen and ink. Material such as this can save much time in research work and it can be correlated with many other subjects in the grades and in all higher educational institutions. Classes in fine and industrial arts, household arts, play production and pageantry, literature, history and geography, may all be correlated with this material. It holds a charm and much information for even the casual reader. (Fairbairn Art Company, 736 West One Hundred Seventy-third street, New York. Price \$1.00 per plate or \$4.00 per set, with discount for orders of 12 or more folios.)

"HOW THEY DRESS COSTUME DOLLS, for art and seat work; by Rose Netzorg Kerr: This folio, belonging to the above mentioned series, consists of 8 doll patterns; 54 illustrations on six large sheets with 22 characters in story and special day costumes. Complete suggestions for dressing and use of dolls in correlated school subjects are contained in this folio. (Fairbairn Art Company, 736 West One Hundred Seventy-third street, New York. Price \$.50 per folio.)

The Harr Wagner Publishing Company has a number of new books of unusual interest to offer this year to committees who are making up their course of study. Book V of The Modern School Readers, by Ruth Thompson and H. B. Wilson, 90 cents net, with its new content on socialized efficiency. "South America" (price \$1.65 post paid), developed according to the problem method, by Dr. H. W. Fairbanks, 125 pictures, 75 colored. "North America" (\$1.65 post paid), developed according to the problem method, by Dr. H. W. Fairbanks, 150 illustrations, 75 colored. All new material. "Study Guide and Problems in American History," by Lena A. Ely, Edith King and Martin J. Stormzand, to supplement page by page Beard & Bagley's U. S. History. Price \$1.25 net, cloth; 80 cents net in velumet binding. Teacher's Manual, 30 cents; also a Set of Tests. "A Primer in Lettering," price 40 cents, by Miss Cooch and Lillian Talbert of State Teachers College, San Francisco; and "The Renaissance of the Human Body," price \$2.00; illustrated by Miss Stabell.

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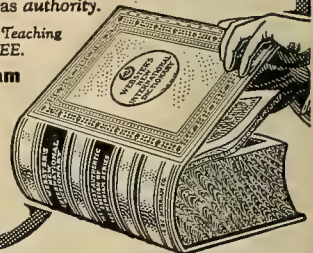
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HUMBOLDT STATE TEACHERS' COLLEGE

Anticipating an increased enrollment, President Ralph W. Swetman of Humboldt Teachers College at Arcata has arranged for all of the regular faculty members to remain for the coming six weeks' summer session, which begins June 21 and ends July 31. Humboldt Teachers College, which is built on a hill overlooking Humboldt Bay and the Pacific Ocean, lays claim to being the farthest west college in the United States.

(Continued on Page 19, Col. 1)

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(Continued from Page 18, Col. 3)

The fame of the Redwood Highway, and the scenic and climatic advantages of Humboldt county are drawing more visitors each summer to this part of California. Among the students at last summer's session of Humboldt Teachers College were



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mentary credential, wish to earn the six units of professional training required in a California teacher-training institution, and of teachers or principals who are candidates for the elementary or junior high school administrative credential. In addition the summer term serves the regular students desiring to complete their course in a shorter time, and the properly recommended high school graduates prepared to enter the teachers college or the junior college.

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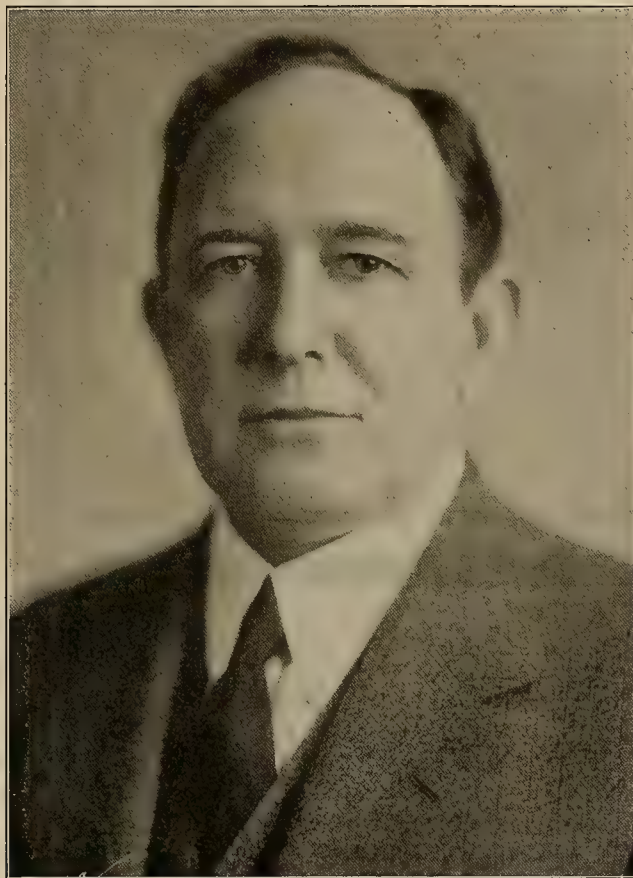
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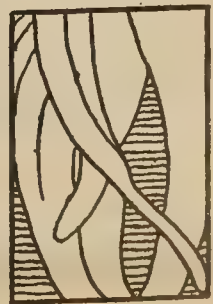


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(See Page 6, "Curriculum Construction Program," by Wm. Culp)

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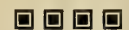
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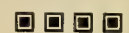
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A Modern Memorial Day



RUTH THOMPSON

TIME: Act I—The day before Memorial Day.

Act 2—Memorial Day.

PLACE: Acts 1 and 2—Street and walk near school house.

Act 3—A garden.

PROPERTIES: Act 1—Three sheets of paper, on two of them are written the compositions Tom and Jack read and on the third is written Peter's poem, "Let War's Tempests Cease."

Act 2—Drum, phonograph or band of some kind; bouquet of flowers or green, and small flag for each child in the play. Mabel's flag is is larger and is on a strong stick.

Act 3—Chair and cane for soldier; same flowers and flags as used in Act 2.

CHARACTERS: Any convenient number of boys and girls of elementary school age, including,

Peter Tom
Bill Mary
Mabel Hazel

Also, the Soldier Who Lives in the Garden House.

ACT I

Peter and Bill, as Act I begins, are seen walking along towards the school house which is in the background. The boys pause as though listening:

PETER: Listen!—Don't you hear some singing, Bill?

BILL: Yes, and I know that tune. I can't place it though. The people singing must be in school.

(Boys stand listening intently. Chorus of voices heard coming from school.)

"By the flow of the inland river,
Whence the fleets of iron have fled,
Where the blades of the grave-grass quiver,
Asleep are the ranks of the dead;
Under the sod and the dew,
Waiting the judgment-day;
Under the one the Blue,
Under the other, the Gray."

PETER: Oh, I know what they're doing! Practicing for Memorial Day! Those are Miss Kelly's boys and girls. Maybe they're going to give a play or something. Now they are singing the last verse. Let's listen again!

(Voices sing last verse of the Blue and the Gray.)

"No more shall the war cry sever,
Or the winding rivers be red;
They banish our anger forever
When they laurel the graves of our dead!
Under the sod and the dew,
Waiting the judgment-day;
Love and tears for the Blue,
Tears and love for the Gray."

BILL: That last verse carried the thoughts of peace and I guess it felt good to those people then. But for my part I like the lively spirit of "Tramp, Tramp, Tramp."

(Bill sings a part of the song in illustration.)

"Tramp, tramp, tramp, the boys are marching,
Oh, cheer up, comrades, they will come.
And beneath the starry flag we shall breathe the air again,
Of Freedom in our own beloved home."

PETER: You sing so well that you ought to be in the play, or whatever it is the class is giving.

BILL: Don't worry, I'll be in a play all my own. I'm going to march at the end of the parade on Memorial Day, and you'd better come with me.—There come some of the boys and girls from the school now! *(Waves his hat.)*

(Group of about a dozen or any convenient number of boys and girls approach Peter and Bill. They are laughing and talking and singing snatches of patriotic and Memorial Day songs.)

MABEL (who is one of the group): Oh, did you boys hear us singing, and how did it sound?

BILL: We heard "The Blue and the Gray." It made me feel "blue" all right!

MABEL: You rude boy!

PETER: Don't mind him, Mabel. He was so thrilled with your singing that he burst into tune himself and sang, "Tramp, Tramp, Tramp!"

MABEL (saucily): Well, he was calling himself names then!

BOYS and GIRLS (all laugh and jump about.)

PETER: What are you going to have on your program, that takes so much practicing?

TOM (who is one of the boys in the group): Here's my stuff. *(Pulls paper from his pocket and reads:)*

"MEMORIAL DAY"

"Memorial Day, sometimes called Decoration Day, is observed annually. In the northern and western states of this country, it is observed on May 30. In some of the southern states, the date of observance is in April, May or June. However, the spirit of the observance is the same all over the United States.

"Decoration Day was the name used more often before the World War, but the day has taken on a deeper significance than that of merely decorating graves of dead heroes, and as the day is one of memory of the soldiers of three wars, Civil War, Spanish-American War and World War, Memorial Day is regarded as a more appropriate name."

BILL: Well, there's a lot of news for me in those paragraphs!

MABEL: Jack has a wonderful composition. Read yours, won't you please, Jack?

JACK (steps forth dramatically from group and with a flourish of the paper he has taken from his pocket, bows and reads:)

MEMORIAL DAY

The finest tribute we can pay
Unto our Hero dead today,
Is not a rose wreath, white and red,
In memory of the blood they shed;
It is to stand beside each mound,
Each couch of consecrated ground,
And pledge ourselves as warriors true
Unto the work they died to do.

Into God's valleys where they lie
At rest, beneath the open sky,
Triumphant now o'er every foe,
As living tributes let us go.
No wreath of rose or immortelles
Or spoken word or tolling bells
Will do today, unless we give
Our pledge that liberty shall live.

Our hearts must be the roses red
We place above our hero dead;
Today beside their graves we must
Renew allegiance to their trust;
Must bare our heads and humbly say
We hold the Flag as dear as they,
And stand, as once they stood, to die
To keep the Stars and Stripes on high.

The finest tribute we can pay
Unto our hero dead today
Is not of speech or roses red,
But living, throbbing hearts instead,
That shall renew the pledge they sealed
With death upon the battlefield:
That freedom's flag shall bear no stain
And free men wear no tyrant's chain.

—Edgar A. Guest, from "Just Folks."

REMEMBERING DAY

All the soldiers marching along;
All the children singing a song;
All the flowers dewy and sweet;
All the flags hung out in the street;
Hearts that throb in a grateful way—
For this is our remembering Day.

—Mary Wight Saunders.

"THE ORIGIN OF MEMORIAL DAY"

"General John A. Logan, commander-in-chief of the Grand Army of the Republic, in 1868, issued an order for the observance of May 30 as Memorial Day. He later declared that the issuing of that order was the proudest moment of his life.

"We read in history that the first decoration of graves of soldiers of the Civil War was done on April 13, 1862, by two little girls. They were daughters of a chaplain and while returning from a walk during which they had gathered wild flowers, they came to an unkempt and unnamed grave. It was the grave of a Northern soldier. The girls were in Virginia, not far from Mount Vernon.

"'Oh, let's put our flowers on this grave!' cried one of the girls; 'this is the grave of a brave soldier boy!'

"The girls made wreaths and arranged their flowers on the lonely mound. When they went home they told their family and friends of what they had done. They aroused so much enthusiasm that all the soldiers' graves in the neighborhood were decorated that spring. As the years passed and the girls grew older, no matter where they were, in the month of May, they roused the same interest in their communities and as their friends did the same, many graves were decorated each year.

"The custom spread rapidly and then people began decorating the graves of all their loved ones who had passed away.

"A New York newspaper a few years after the Civil War carried the story that some women in Columbus, Mississippi, had decorated graves of both Northern and Southern soldiers alike. This pleased the people of the North. They felt deeply the generous feeling that prompted these women. It was this feeling that prompted the writing of the song, 'The Blue and the Gray,' which we have just sung. Francis Miles Finch was the composer, and we always associate Memorial Day with that touching song.

"It was really the feeling created by the women who had begun the custom of decorating graves of both Northern and Southern boys, that began the beautiful custom, but definite and official action was not taken until May, 1868, when Commander John A. Logan, of the Grand Army of the Republic, issued an order which set aside May 30, 'for the purpose of strewing with flowers or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village, or hamlet churchyard in the land.

It is the purpose of the commander-in-chief to inaugurate this observance with the hope that it will be kept up from year to year while a survivor of the war remains to honor the memory of the departed.' (Jack folds up his paper and puts it in his pocket.)

BILL: That's a very learned article! I thought Tom knew a lot, but you know even more!

MABEL: We all know about Memorial Day now!

MARY (one of the girls in the group): I am going to recite a beautiful poem by Lisette Woodworth Reese. I'll practice on you, if you want me to.

ALL: Yes, do say your poem for us!

MARY (recites feelingly):

"TAPS"

Sleep,
Now the charge is won,
Sleep in the narrow clod;
Now it is set of sun,
Sleep till the trump of God.
Sleep.

Sleep.

Fame is a bugle call
Blown past a crumbling wall;
Battles are clean forgot,
Captains and towns are not;
Sleep shall outlast them all.
Sleep.

ALL (quiet for a moment as Mary steps modestly back in the group. Then the children clap.)

PETER: Here's a verse by Longfellow that one of you might recite:

"LET WAR'S TEMPESTS CEASE"

"Lord, let war's tempests cease,
Fold the whole world in peace
Under Thy wings.
Make all the nations one,
All hearts beneath the sun,
'Till Thou shalt reign alone,
Great King of Kings."

HAZEL (one of the group): I like that and I'll learn it myself as I still have my poem to choose. Will you write it for me, Peter?

PETER (puts hand in pocket and brings out a paper): I copied it and you can have it now, as I know it by heart.

HAZEL: Oh, thank you, Peter! (Takes paper.)

BILL: I can't help but feel sorry for the World War crippled soldier who lives in the Garden House.

HAZEL: Yes, but think how thankful he must be to be alive! But this is a time of memories for him!

MABEL: They say he will never get well,—but come, girls, if we're going to the library before supper.

ALL (chorus): Good-by, good-by. (start to walk away.)

BILL: (begins singing "Marching Through Georgia" and all the children join in and sing as they leave the stage, the group of boys to the left, and the girls to the right. Song grows fainter in the distance as the last chorus is heard to die away.)

"Bring the good old bugle, boys; we'll sing another song,—
Sing it with a spirit that will start the world along,—
Sing it as we used to sing it, fifty thousand strong,
While we were marching through Georgia.

Chorus

"Hurrah, hurrah! we bring the jubilee!
Hurrah, hurrah; the flag that makes you free!
So we sang the chorus from Atlanta to the sea,
While we were marching through Georgia."

CURTAIN.

ACT II.

(Same as Act I)

(Before the curtain rises the steady tramp of feet of those in the Memorial Day parade is heard to pass by and then retreat in distance. There is a burst of music played by the band—a phonograph may play a Memorial Day marching or patriotic tune—or the beat of a drum is sufficient.)

CURTAIN RISES.

(The boys and girls of Act I, all but Mabel, each carrying a small flag and some flowers and green for decoration of graves, march solemnly across the stage, in the wake of the parade that has just passed.

(When all have passed by and the music and tramping of feet has died away in distance, Mabel, carrying a larger flag and some flowers comes hurrying along trying to catch up with the boys and girls.)

MABEL (breathlessly): If I don't hurry I'll be too late. I must catch them! (She runs off-stage to the left as the curtain falls.)

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ACT III

(Curtain rises on a garden scene. A young man, evidently a soldier of the World War, is sitting dejectedly in an arm chair with his cane beside him.)

SOLDIER: There is no parade for me, except the final one, I guess. Here I sit day after day, unable to do anything except suffer. I am of no more use. . . . Even my nurse has gone to the parade and left me here alone, and yet I did my share with those who are at rest and to whom the whole town has gone to pay tribute. He sighs, and leaning back in his chair, closes his eyes. Voices are heard in the distance coming nearer and nearer. Soldier opens eyes and listens. Enter Mabel. She is smiling and carries a large bouquet of beautiful flowers and a good-sized flag. She is followed by Peter, Bill, Hazel, Mary and all of the boys and girls who appeared in Scene I. The boys and girls appear so happy with their flowers, flags and smiles, that the soldier brightens up and smiles in return. Mabel stands the flag upright in the ground to the right of the soldier. The children form a line and march past the soldier, each one giving him his bouquet as he passes. Pleasant words and thanks are exchanged as the soldier takes each one and places it on the ground near his chair. The children then form a semi-circle around the soldier. Mabel is in the center.)

MABEL: We remembered that you would be sitting in your garden today while every one went to the exercises. Then we made up our minds that we would bring our flowers to you and have some exercises for you. We want to show that we appreciate a living hero and that Memorial Day need not be for the dead alone.

SOLDIER (smiles, appears touched): I am glad you came. I was lonely. Your thought of me and your coming here has glorified an otherwise sad and painful day.

MABEL: We are going to begin by saluting the flag.

(The soldier struggles to his feet, holding to his cane for support. All face the flag and salute it.)

ALL: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with Liberty and Justice for all."

(The children then sing "America.")

MABEL (turning to the soldier): Won't you say something to us now?

SOLDIER: I can only say "thank you" with all my heart, for remembering the living, with the dead. My country was worth fighting for. My country was worth dying for—but I did not die. I live to "carry on." You, with your thought of me today, helped me when I was discouraged. You were prompted by love, and a patriotism for which that flag (points to flag) stands:

"It floats for broadest learning, for the soul's supreme release;
For law disdainful license, for righteousness and peace;
For valor born of justice; and its amplest scope and plan
Makes a queen of every woman, a king of every man!
While forever, like Columbus, o'er truth's unfathomed main
It pilots to the hidden isles, a grander realm to gain.

(Slowly and impressively.)

"No cloud on the field of azure,—no stain on the rosy bars—
God bless you, youths and maidens, as you guard the Stripes and Stars!"*

(Children, led by Bill, sing first verse of "Star Spangled Banner.")

CURTAIN DROPS.

SCHOOLS PARTICIPATE IN WILD FLOWER EXHIBIT

Flowers from Del Norte to Imperial Valley, from mountain, valley and desert, nodded their scented and vari-colored heads at the annual exhibit of the California Wild Flowers and Spring Blossom Association, in San Francisco on April 7 and 8. Schools showed an interest in the exhibit and by gathering, wrapping and mailing flowers they were fulfilling one of the purposes for which the association was founded, that of encouraging interest and study of flowers on the part of children, according to Mrs. A. H. Taylor, second vice-president.

One of the features of the flower show was the desert exhibit, for it was the first time in several years that it had been possible to secure desert blooms. The Red Rock school at Cantil, twenty-five miles northeast of Mojave, where Miss Edith Taylor is teacher, was one of the schools that mailed flowers to the show. One of the mountain schools which contributed an exhibit was the Tahoe Lake school in the high Sierras.

Other schools sending exhibits were: Banning Union High School; Del Norte Union High School; Downieville High School; Indian Valley School, near San Miguel; Rose Bar School, Smartsville, Yuba county; Hawthorne School, San Francisco; Tamalpais Union High School; Peninsula Avenue Union Grammar School of San Mateo county; Round Valley Union High School, Covelo, Mendocino county, and one pupil of the Hames Valley School, Bradley, Monterey county, gathered all the blossoms that represented her school.

Miss Katherine Chandler, author of "As California Wild Flowers Grow," "Wild Flowers Children Love," and other books, is first vice-president of the association, and the exhibit was under her direction. The flowers and plants were classified by Alice Eastwood, president and scientist of the association.

Many prizes were awarded for both the wild and cultivated plants and flowers, under the direction of the treasurer, Mrs. S. E. Hirstel and Mrs. Carl Bender, secretary. Some of those who donated special prizes for the occasion were: Mrs. Duane L. Bliss, Jr., of the board of directors; Harr Wagner, Katherine Chandler, Alice Eastwood, Mrs. A. H. Taylor and others.

The Kern County Free Library, of which Mrs. Julia Babcock is head, had the distinction of being the only county library in the state which was represented by an exhibit.

Plans are already being made to interest more schools and educators in the annual flower exhibit, according to Miss Chandler and it is expected that an increasing number of schools will be represented at the exhibit next year.



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*Quoted from Columbia's Banner, by Edna Dean Proctor.

The Curriculum Construction Program of St. Louis Schools

W. M. Culp

One of the greatest constructive pieces of curriculum work ever attempted in the public schools of the United States is now in progress in St. Louis under the direction of Superintendent John J. Maddox. In the breadth of its scope, in its method of attack, in its demand that the problem be given the undivided attention of the people participating in the task until it is finished, we have a complicated problem being solved in a brilliant yet daring manner. During in the fact that Superintendent Maddox has relieved 147 schoolmen and women of St. Louis from their regular duties to work until the completion of the program, brilliant because Mr. Maddox has put into operation a graduate school on the curriculum and has placed at the command of the people all the best that is available as to curriculum construction.

The curriculum program was undertaken in St. Louis as a result of Superintendent Maddox asking the public school principals to state what they thought was the most important piece of school work that should be undertaken in their city. The principals were almost unanimous in a request for curriculum revision, as no general curriculum study had been made in St. Louis for the last fifteen years.

An understanding of the organization of the Division of Tests and Measurements of the St. Louis public schools will give a meaning to Superintendent Maddox's first step toward the solving of this problem. Six years ago when Mr. Maddox entered the superintendency the Division of Tests and Measurements consisted of Director Geo. R. Johnson, whose duties were those of the regular school psychologist. As time went on problems arose that Mr. Maddox thought should be acted upon from a scientific basis—such as questions of finance, buildings, personnel, publications. Consequently as the years passed Director Johnson has gathered together a group of young men—experts in their several lines—to handle details relating to these various subjects. H. H. Davis is in charge of finance, C. I. Fleming of personnel, T. C. Holy of buildings, Roy Ivan Johnson of publications, and Miss Marguerite B. Johnston of psychology.

It was just a step further to add to this Division of Tests and Measurements Walter D. Cocking to take charge of the problem of curriculae construction as director of curriculum construction of the St. Louis public schools.

Walter D. Cocking is a big man physically as well as mentally. He is a student of Dr. Horn of Iowa. He has for ten years taught and been superintendent of schools in Iowa.

For the last three years he has been doing an enviable piece of work as director of junior education in the San Antonio public schools, Texas. It is Mr. Cocking who heads up and keeps the drive in the present St. Louis curriculae work.

The formulation of a set of objectives was the first goal of Superintendent Maddox and Mr. Cocking. The genius of Mr. Maddox in making this new curriculum

a co-operative piece of work of the principals, supervisors and teachers of St. Louis now comes into evidence.

First four principals—one high school, one intermediate and two elementary—were called on to formulate a set of objectives. They wrote a set of objectives. Then eight more principals were called in. They criticised the objectives of the first four and then the twelve wrote a new set. The purpose was to formulate a group of general objectives that would be true for the kindergarten and elementary school as well as for the intermediate and high school. These objectives for each type were written irrespective of subject matter.

Next the supervisory force comprising 45 subject supervisors were called in. They criticised the objectives and they were again rewritten under the direction of Assistant Superintendent C. G. Rathmann. Then the objectives were placed in the hands of every St. Louis principal. They made their comments and Mr. Cocking and the original four principals made up the final set of objectives.

Mr. Maddox then called a meeting at 10 o'clock on a Saturday morning at which any teacher interested in curriculum work was invited to attend. Two thousand came. The objectives were explained to the group. The teachers were asked to send in their criticisms and suggestions. The attempt was to secure a unity of aims from the kindergarten through the high school—to get direct correlation through the setting up of the same moral objectives for kindergarten, elementary, intermediate and high school.

In each of these groups aims and objectives were placed under the following headings: (A) Health and Physical Development; (B) Discovery, Communication and Expression; (C) Worthy Home Membership; (D) Vocation; (E) Worthy Citizenship; (F) Worthy Use of Leisure; (G) Ethical Character. Each of these seven points were then analyzed from the following four points: (1) Knowledge; (2) Habits; (3) Ideals; (4) Appreciations.

The next step by Mr. Cocking was to make an allotment of time and subject matter to realize the aims set up by the committee.

With objectives laid down the next problem was to choose the teachers who were to work upon the curriculum. The Board of education under President Henry F. Fahrenkrog were in hearty accord with Mr. Maddox's program and had appropriated \$95,000 in order to carry out the work. It was decided to relieve a number of teachers from regular duty to work upon the curriculum program. The question of number arises.

Mr. Cocking believes that in curriculum work a great mistake is made at times in assigning to a certain committee too broad an assignment. Also, he believes that committees can be too large. In order to meet these two points Mr. Cocking divided the curriculum work up into 147 assignments, each assignment being a distinct problem. It was decided that three people be as-

signed to each small unit. One member to be the secretary, who was to be relieved from classroom work and was to do the actual writing of the committee's report. The two other members of the committee were to give their advice to the recording secretary.

The curriculum workers were chosen as follows: First a personal survey was made of the teachers—a list of those was made whose paper qualifications showed that they had been keeping up with the latest details of educational procedure. Second the principals were asked to name those teachers whom they thought most valuable for curriculum work. From the correlation of these two lists some 441 teachers were chosen. One hundred and forty-seven of these teachers were appointed as recording secretaries and asked to report to the Roosevelt high school for work.

Each one of these small committees of three then appointed other members of the school department to act as advisers. So in actual contact with the new curriculum work are over a thousand people in St. Louis.

A picture of the organization of this curriculum working unit as it functions in the Roosevelt high shows us 147 recording secretaries working in various groups throughout the building.

The various aids to this main group has been established as follows: (1) Mr. Cocking's office where an office force of ten people is in charge of an office secretary. The duty of this force is to turn out the mimeographs of reports and anything else that the various committees want. This office force will later be enlarged to over twenty persons. (2) A pedagogical library with one librarian and two clerks in charge. Every bit of material relating to curriculum construction is being purchased and collected here. At the time of writing—the middle of February—some 3000 titles had been collected for the teachers' use. (3) The services of a trained investigator are available. If a committee runs into a problem upon which they desire some research work done, the investigator is called in. A decision is made as to how the problem shall be attacked and it is sent out into one of the city schools for solving. Different kinds of research problems going out each day. (4) A daily newspaper of the curriculum group is mimeographed.

The problem of correlation is taken care of. Vertically there are seven people working on a certain subject, horizontally twelve. These two groups discuss their problems together. Each committee in working up their distinct problem considers it from the viewpoint of authorities, current practice and research.

One of the biggest things Superintendent Maddox believes that is coming out of this work in St. Louis is the heightening of the morale of the St. Louis teaching group; that it is making them believe they are creating something worth while, and that when they go back to their classrooms a better spirit will prevail there.

This St. Louis curriculum work is not just a one-year job. The installation side will come next year.

Mr. Cocking intends to publish the findings in loose-leaf form. The course will then be experimented on in actual classroom use to find out how it functions. If changes are necessary they will be made.

This year the big correlating program will be laid out and then a corps of people will be kept busy keeping the main program functioning and up-to-date.

The question arises as to how it is that St. Louis can carry on such a tremendous program. Two thousand dollars per day represents the salaries of the people devoting their entire time to this curriculum.

The answer is in the wealth that is St. Louis'. The Board of Education had a surplus of \$5,500,000 this last year. They have just let contracts for fifteen new school buildings without recourse to bond issues. The St. Louis program is one well worth watching.

"In all schools having two or more teachers, beginners shall be taught by teachers who have had at least two years' experience or by normal school graduates; and in cities such teachers shall rank in point of salary with those of assistant teachers in the grammar school . . . and, provided further, that a uniform allowance may be made in any schedule of salaries for experience and years of service and in no case shall boards of education or boards of trustees draw orders for the salary of any teacher in violation of this provision, nor shall any superintendent draw any requisition for salary of any teacher in violation thereof."

The action was brought to compel Elmore to issue warrants for the amounts of salary provided for in the schedule adopted by the Turlock trustees in violation of Section 1687, and the court held in effect that teachers must be paid in accordance with that section, notwithstanding any schedule which the school trustees might adopt to the contrary. The salaries provided in said schedule were less than those to which said teachers were entitled under said Section 1687.

—Modesto News-Herald.

ELMORE UPHELD IN DECISION

Judge L. W. Fulkerth, in rendering a decision recently in the friendly suit brought by four Turlock first grade teachers against the county superintendent of schools, decided in favor of Superintendent A. G. Elmore.

This suit was brought about by the adoption by the Turlock board of trustees of a salary schedule in violation of Section 1687 of the political code, which reads in part as follows:

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SUMMER
June 21

SESSION
July 31

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THE HEIGHT OF KINDERGARTEN CHAIRS

H. E. Bennett

In a recent article which has had wide circulation under the caption "School Seats Too High," attention was called to an almost universal tendency in our schools to provide children with school seats too high for them. Continued investigations since that article was written have confirmed that conclusion in most emphatic manner, and have extended its application with peculiar force to the kindergarten.

Two hundred and forty-seven kindergarten children were measured. The correct seat height of each was determined to the nearest quarter inch. The results are summarized here:

8½ inches	1
9 to 9¾ inches	57
10 to 10¾ inches	116
11 to 11¾ inches	58
12 to 12½ inches	5

Expressed as unitary percentages this distribution indicates that kindergarten

chairs for this group would be required as follows:

23 per cent	9 inch
47 per cent	10 inch
28 per cent	11 inch
2 per cent	12 inch

Inquiry discloses that kindergarten chairs are nearly always selected in twelve and fourteen-inch heights; that some of the largest dealers in the country have discontinued the sale of ten-inch chairs entirely because there is practically no demand for them, that several types of these chairs are no longer made in ten-inch heights, and that there is an increasing demand for them in fourteen and even in sixteen-inch heights. Dealers protest that it is so difficult to sell kindergarten chairs lower than twelve inches that they cannot afford to carry them in stock.

In the face of these facts it is necessary to justify the figures given above.

The children included in these measurements are the entire enrollment of three typical kindergartens of a most excellent western city system of schools. One is located in a section of the very best social, financial and sanitary conditions and an almost exclusively American population. Another is in an industrial section where the population is largely foreign, particularly South European, with the usual conditions of retardation, low standards of living, and tendency to make the kindergarten serve as a day nursery for the children of mothers employed in industry. The third is an average section. The measurements were made in November, but included both those who entered in the fall and those who entered the preceding spring. Nearly all were between five and six years of age, with a few lacking one or two months of five and about as many over six. The children of the more fortunate community average slightly larger than the others and include all five whose seat height is twelve inches, none of whom are retarded.

The technique of measurement is particularly important. A very elaborate and effective measuring chair has been developed in which more than 3600 children of all grades have been measured thus far. Some twenty measures relating to seat dimensions are obtained and recorded for each

child, and from these data various problems of seat and desk design and proportions are being worked out. We are here concerned only with the method of determining seat height. For this purpose there is a moving foot-board which elevates the subject's feet with reference to the seat. Under the knees there is a sliding strip by moving which one can determine with precision when there is any pressure from the legs on the edge of the seat. The foot-board is adjusted until it is certain that there is definite contact between the seat and the legs just behind the knees but no pressure. The child is seated as far back in the seat as the calves of his legs permit, lower legs at right angles with the thighs. The height from foot-board to seat is automatically shown on a moving tape so that error is practically impossible. Children are measured in the shoes and clothing which they wear in the class-room.

It is thus fairly certain that any chair higher than the measured height will positively press into the flesh and more or less affect the nerves and blood-vessels which are close to the surface at the knee angle. Any movement of the feet from the vertical position under the knees will increase the pressure. Previously published measurements have usually been based on some assumed relation of seat height to stature or rather anatomical measure, or have been obtained by seating the child on a table with a book under his feet and measuring the distance from book to table top. It is obvious that if the feet are hanging there is already pressure of the table edge into the flesh caused by the entire weight of feet and legs. If the pupil is not seated well back there is also some slope of the thighs downward. Both these factors result in a measured seat height which is certain to be too great, and yet there are no measures in all the literature of the subject which justify seats as high as are generally used for both kindergarten and higher grades.

Inasmuch as a seat even a little higher than the correct measure causes pressure in that delicate area behind the knees where it should especially be avoided, and since there is no movement of the feet which can relieve it, the fundamental hygienic requirement is that **seats should not be too high**. If seats are somewhat lower than the measured height, there is no hygienic objection and no discomfort unless the seat is extremely flat. In the latter case the flesh is drawn very tight over the ischial bones and makes the seat feel hard. But it is only necessary to move the feet forward or back on the floor to shift the weight from these seat bones along the thigh muscles and thus to relieve any discomfort. There is no hygienic reason why the lower legs should be precisely at right angles to the thighs nor the thighs to the trunk. There is unlimited evidence that a seat some inches lower than one's measured seat height may be entirely comfortable and hygienically unobjectionable. Discomfort, if any, arises from the position of the back or lack of space for extending the feet. It is safe to say that the majority of kindergarten teachers would be more comfortably seated in twelve inch chairs than are the majority of kindergarten children.

Standard school seats for the first grade (size No. 6) are eleven inches high and

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CHARLES C. SMITH
MANAGER

measures of approximately 500 children of this grade show that 82 per cent require seats of this size or lower (29 per cent should have ten-inch and 3 per cent nine-inch seats) and none are too large to use eleven-inch seats comfortably. Yet children are promoted from the twelve and fourteen-inch seats of the kindergarten to eleven-inch seats of the first grade. At least this is illogical.

The truth of these observations may be demonstrated by anyone who will take the trouble to look carefully at the children in any kindergarten where twelve-inch seats and higher are used. A large proportion of the children will be found with feet dangling without touching the floor at all. Nearly all will be found with the edge of the chair pressing harshly into the tender flesh of the legs—and many of the chairs have extremely sharp edges. Many of them never "sit down" on a chair but have to climb up to get in it and slide down to "stand up."

To make matters worse the seats are generally as much too long (front to back) as they are too high. Even if the backs are properly shaped, as most of them are not, the little tots cannot get far enough back in the chair to use such support as there is. They must either sit up with no relief for the easily tired back muscles or lean back with spine sagged and chest and abdomen compressed. It is not merely the immediate discomfort and unhygienic posture which is involved, nor the unnecessary restlessness and fatigue, but the early formation of bad habits of posture which would persist to some degree even if later seating were correct. But later seating is nearly as bad in the same respects, and the bad habits are aggravated and permanently fixed. Only those who have given much study to the subject can realize the extent to which these habits affect efficiency in school work and cumulatively tend to reduce vitality and induce various diseased conditions.

So far as the writer can discover there is no argument whatever in favor of the large seats except the inertia of tradition and a feeling on the part of some purchasers that they get more lumber for their money.

VISALIA JUNIOR COLLEGE

M. E. Mac Gillivray

Visalia Union High School Board recently voted to organize a junior college in response to the requests of the representatives of many civic organizations who appeared before the board and asked that this step be taken. Mr. B. J. Pardee, city manager of Visalia, was spokesman for these representatives. A resolution was drafted and introduced by one of the board members, Mrs. E. E. Baker, which was passed unanimously.

The idea of a junior college originated some two years ago when a Tulare County Junior College at the county seat in Visalia was urged and the support of most of the high school districts of the county was secured. A few objected, particularly the more remote ones, from this center at Visalia. The inability to get all the high school districts in the county to unite and the lack of prosperity in the San Joaquin Valley has delayed the plan, but now the Visalia Union High School Board is leading the way by establishing such a junior

college in their own district with the hope that nearby high school districts will make this a junior college district and lend their support as the college advances. Visalia Union High School District has an assessed valuation in excess of \$11,000,000, with a \$130,000 debt outstanding on the Visalia city portion of the union district for the buildings on the present high school campus.

It is believed the present faculty is competent to handle the junior college work and with the addition of two or three teachers that the work can be carried on in this way for a time. The faculty already includes one former junior college dean. The Ernest J. Krump Company of Fresno, architects, have prepared plans for an addition to the Fine Arts Building, which it is planned to construct during the spring. This addition with the present buildings will house the junior college work temporarily until a separate administration building, heating plant and other projected units are added. The junior college will eventually have separate buildings, possibly near the corner of Giddings avenue and Main street, on the twenty-one acre tract that Visalia Union High School uses for a campus.

A junior college will keep at home much money that is spent at the various teachers' colleges and universities of the state and will give pupils an opportunity at home for college work in small classes and under more favorable conditions than now prevail at the large universities. It will also offer the large number of post graduates around the school something more definite for which to work. A general course in arts and sciences is planned for next fall to which work in agriculture may later be added.

President Swetman of the State Teachers College, Arcata, Humboldt county, is making special preparations for an interesting summer session and is securing publicity in Oregon, Washington and other states. The wonderful summer climate, the big trees, the picturesque coast and the beautiful buildings will appeal to the teachers and students who desire "something different" for 1926.

H. H. Zeiser, superintendent of Wilkes-Barre, Pennsylvania, schools, has an enrollment of 15,000 day pupils and of 700 in continuation classes. The recent anthracite coal strike had little effect upon the city's school attendance.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The promotion of R. W. Snyder from the principalship of the Dewey School, Oakland, to that of the Fruitvale School in the same city—a school two and a half times larger than the first—at the beginning of the second semester, is a rapid recognition of Mr. Snyder's worth and ability. Mr. Snyder entered the Oakland system this last summer and left the principalship of the Lindsay High School to do so.

Mr. Snyder finds the Fruitvale Schools splendidly organized and with a fine student morale, due to the efforts of his immediate predecessor, Paul Fleming, who resigned to go into business in San Diego.



R. W. Snyder

Mr. Snyder is a graduate of California. He has had a varied experience as a schoolman. He has taught a rural school in Colusa county, has instructed in night school in San Francisco, was for several years physical director and vice-principal in Alameda.

Mr. Snyder is one of the younger men in education in California who is on the upgrade.

Joseph Marr Gwinn, superintendent of San Francisco schools, since coming to the Pacific Coast from New Orleans, has been accomplishing many things for the betterment of the San Francisco school system. The building situation was the hardest problem to solve. Under a \$12,000,000 bond issue progress has been made. At the present time thirty buildings have been finished or are in the course of construction. With additional moneys added to the bond issue this current building program will total \$13,000,000.

There has been a tremendous development of the Part-time High School; 3500 students are enrolled in four hours of school each week. The kindergarten and part-time schools have been the fastest growing school units during Mr. Gwinn's superintendency.

Curriculum work, reorganization of courses of study have been undertaken. At present Dr. Proctor of Stanford University is engaged with a group of selected high school teachers in working out a reorganization of the high school courses.

Willard E. Givens, assistant superintendent of Oakland schools, California, is one of the new men in administration circles in California. Mr. Givens, this last year, left the superintendency of public instruction of Hawaii to accept the Oakland position, a compliment to the persuasive power of Superintendent Fred M. Hunter of Oakland, who, when he goes after a good man, generally secures him for the Oakland system.

Mr. Givens brings to his present position an educational background of much breadth. He is a graduate of Indiana University, has a Master's Degree from Columbia, served at Mare Island during the war, after the war was principal of the high school in Honolulu for two years. He then returned to California and was principal of the Garfield Junior High School, Oakland, for one year. He left this last position to return to Honolulu as principal of the Kamehameha Boys' School, which he held a year. He was then appointed superintendent of public instruction of Hawaii—an office he occupied for two and a half years and which he left for the Oakland assistant superintendency.

Mr. Givens has charge of all Oakland's junior high schools, sixteen in number, and also of all elementary schools on the west side of the city. In addition Mr. Givens has charge of text-books and libraries, and requisitions for all school supplies.

Paterson, New Jersey, was selected by Alexander Hamilton, on account of its proximity to the Passaic Falls, to be the first manufacturing center in the New American Commonwealth. Alexander Hamilton founded in Paterson "The Society of Useful Manufacturers"—an organization that still functions. Paterson has justified Hamilton's vision and has become one of the great textile manufacturing cities in the United States. Silk mills predominate. John R. Wilson is superintendent of Paterson schools. His job is to educate an industrial community. The Boys' Vocational School, Paterson, of which James F. Mason is director, has become a model for trade schools throughout the United States.

This school is under the board of education, but the board of education appoints a board of trustees, whose recommendations are generally final. This board of trustees comprises members who are all in business in Paterson—each industry is represented. Each industry also has advisory committee to make recommendations to the board of trustees. Teachers in the vocational school are chosen by members of the various industries. The silk manufacturers, for example, designate who they want appointed to instruct in silk textile work.

The responsibility for the welfare of the school is upon the manufacturers of Paterson. They take great pride in making this Boys' Vocational School a real training shop for the various trades.

Instruction is given in all branches of the textile industry, carpentry, plumbing, plastering, paper hanging, pattern making, drafting.

The boys generally enter the school at fourteen years of age and leave at sixteen years. They then work a half year on a job and they do not receive their diploma until the employer recommends it after the half year's actual work.

There are two divisions of this trade school—the day school with an enrollment of 200 students and a night school of 500 registrants.

To the evening school are admitted only journeymen who are engaged in work. Instruction is given upon subjects to supplement their knowledge of their present jobs.

Great co-operation is had between both the manufacturers and the labor unions in

keeping up the morale of this school. The labor union agents are the best attendance officers in the world.

Louis A. Bennert, general supervisor of schools, Paterson, New Jersey, has just published a Syllabus on Reading that has created much favorable comment.

Miss Isobel Davidson, director of elementary education of the Elizabeth, New Jersey schools, is just having published by the Laurel Book Company, the primer, first and second books of the Lincoln Readers.

Miss Davidson was for twelve years supervisor in Baltimore county. She had much to do with formulating the Baltimore county course of study. Miss Davidson came to Elizabeth as director of elementary education direct from the position as state supervisor of elementary schools of Wisconsin.

Ira T. Chapman, superintendent Elizabeth, New Jersey, schools, has nine years of creditable administration behind him as superintendent in Elizabeth schools. The schools have been organized on a 6-3-3 plan with a girls' and boys' vocational school and a continuation school. Three new junior high schools have been constructed at a cost running between \$2,500,000 and \$3,000,000. One senior high school is in operation and another is contemplated.

Miss Isobel Davidson, as director of elementary education, has superintended the preparing of a new elementary curriculum, which has been published and is being tried out.

Perhaps the biggest piece of work Superintendent Chapman is doing is the fact that he has made it possible for the teachers of Elizabeth to do real laboratory work in education. Elizabeth is close to New York—that means close to Teachers' College, Columbia and New York University. Two years ago professors from Columbia gave extension courses in Elizabeth. This year the New York University educational faculty are giving eleven courses; 500 teachers of the 800 in Elizabeth are enrolled in these classes.

Mr. Chapman had the courses given this year by the New York University professors worked around the present problems of administration and curriculum in Elizabeth. Each teacher is thinking in terms of education in relation to a specific Elizabeth school problem. Elizabeth is benefited, the teacher receives university credit, and the whole system is on its toes educationally.

Paul C. Stewart, superintendent of Santa Barbara city schools, attended the Superintendents' Convention in Washington and is spending seven weeks visiting schools in various eastern cities.

Miss Elma Neal, director of elementary education, San Antonio, Texas, public schools, is doing a very progressive piece of work.

The West Hoboken and Union City, New Jersey school districts have been united into one system under the name of Union City Schools. Arthur O. Smith is superintendent and Clifford A. Morton is assistant superintendent.

W. B. Patrick, superintendent of Orange, New Jersey, schools, has just seen the completion of a magnificent new \$1,000,000 high school plant in his city this last year. The building will handle 1000 to 2000 students. It contains 30 rooms, has an excellently equipped gymnasium for both boys and girls, has a well thought out and beautifully furnished administrative unit and a cafeteria that is distinctive.

The cafeteria is on the second floor instead of in the basement. The cafeteria dining room will seat 408 people. This dining room is also used as a study hall. At one end of the room are closing doors, which folded back reveal the kitchen and the finest of cafeteria equipment. The tables in the study hall are covered with battle-ship linoleum and were made by the high school boys in the school shops.

From the viewpoint of economy in use of space Superintendent Patrick justifies the use of this second floor cafeteria room as both dining room and study hall. We visited this room shortly after the noon hour and one never could have told that a few minutes previously it was filled with diners instead of studying pupils.

Melbourne Gauer, superintendent Anaheim schools, has reorganized the Fremont intermediate on the 55-minute supervised study period plan. Teachers move except where the rooms are especially equipped for certain subjects.

A new site for a Mexican school has been purchased. This Mexican school will deal largely with vocational subjects, agriculture, hand work, community mechanics.

D. K. Hammond, head of the Santa Ana Junior College, reports an enrollment of 260 students this year.

W. E. Faight, superintendent of Modesto city schools, and the board of education are considering a bond issue for the purchase of a 38-acre site and the erection upon it of a new high school plant.

To the Modesto Junior College, of which C. S. Morris is dean, a second unit is now being added at a cost of \$250,000. This second building is a duplicate of the first building constructed for the college. It is built of reinforced concrete, faced with brick and trimmed with terra cotta. It is of two stories and basement containing sixteen rooms. This new structure will be used for strictly academic purposes. The first building will be devoted entirely for science purposes. This new hall will be occupied next September.

The landscaping of the forty-acre campus is now in progress and a very attractive college unit is being developed. At present 250 day students are enrolled and there are extension classes numbering 200 members. Faculty in charge of the institution totals twenty-two.

William John Cooper, superintendent of Fresno city schools, has recently been successful in a \$1,100,000 bond issue for high schools and \$700,000 for grammar schools.

Miss Sarah E. McCardle, Fresno county free librarian, Fresno, has for three years taught a course in the Library and the School at the Fresno State Teachers College. This course is presented by herself and the Fresno library staff. The course

lasts eighteen weeks. It presents to the teachers in training an intensive study of children's literature and book selections. The history of children's literature is developed, later fiction and reference material are stressed. Teachers, who will later teach in schools that belong to the county library, are extremely anxious to take this course, and it has proven most popular.

Mendel E. Branon, head of the geography department of Harris Teachers College, St. Louis, Mo., this last year has had a book titled "The Measurement of Achievement in Geography" published by the Macmillan Company. It is an excellent method book showing how teachers can take advantage of the use of properly devised tests. Besides writing a book on the method of testing geography fundamentals, Mr. Branon has had published by McKnight and McKnight a series of test sheets on geography; the sale of which has run up into great numbers these last few months.

Nicholas Bauer, superintendent of New Orleans schools, has a program on a revision of the course of study, in operation. One hundred and forty principals and teachers are engaged in the work on subject committees with interlocking membership. The work produced is tested out in mimeograph form in the schools as it is evolved.

New Orleans schools enroll 64,000 children, two-thirds of whom are white. There are 94 school units. Five thousand students are registered in the city's five high schools.

(Continued on page 14, column 3)

THE ELEMENTARY ENGLISH REVIEW

C. C. CERTAIN, *Editor*

Executive Office: 6505 Grand River Avenue
DETROIT, MICHIGAN

THE REVIEW is published as a clearing house for teachers of English in the elementary schools of the United States and for others interested in their problems. Its establishment is a cooperative undertaking.

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The ocean voyage offers days of healthful rest and recreation. The quaint customs of the natives on the islands will delight and fascinate you. The scenic beauty with the langorous tropical climate will make you want to linger.

The trip to the South Seas is so full of rare and curious sights that many a lesson will be made vastly more interesting to present and be made really fascinating to the children. After such a restful trip an instructor may return to school with enthusiasm to start the year's work, and with a wealth of material to weave around the regular assigned lessons.

While in the islands one must not fail to visit such historical points as Stevenson's home where he wrote of the romance of the natives of the South Seas whom he loved so well. He was well loved by them, too, and they adopted him and called him "Tusitala," the teller of tales. The books "Ebb-Tide," "The Wrecker," "The Beach of Falesa" are among those written of coral-reef adventure. Every one visits his grave, which is on Mount Vaea. The Tombs of the Kings is another memorable landmark which you cannot afford to miss.

For one who has a longing to visit the far and distant North the trip to the Land of the Midnight Sun is a never-to-be-forgotten one. This land has been written up by Washington Irving, Jack London and Robert Service for its grandeur and beauty. One of the trips which one may take on reaching Alaska is unrivaled the world over for its scenic grandeur. The trip is taken in a motor boat which winds in and out for forty miles or more among wondrous mountain-ribbed passages. Through the Llewellyn Glacier—or "Big Ice" as the Indians call it, there is a mountain peak, thrusting itself through the center, like a sentinel on guard!

Such a trip as an Alaskan tour leaves one thrilled with the grandeur and unimagined beauty. The vastness of the glaciers fills the traveler with a reverence, and a feeling that he is come into a greater knowledge of the Creator. With such inspiration as is gained through traveling in the snow-clad North, a teacher's influence should be twice as effective.

Sight saving classes in Cleveland schools are described and their organization and procedure set forth in a booklet of that title just published by the division of publications of the Cleveland Board of Education. Miss Helen J. Coffin, supervisor, and Miss Olive S. Peck, research agent, of the school system's sight saving classes, prepared the booklet. Cleveland has pioneered in sight saving methods for school children. As early as 1911 this work started there. The best of the city's experience in this field is gathered into this new publication of some seventy pages. A limited number of copies will be available to persons in other communities at \$1 each, the cost of publication. Copies may be had also at \$1 each of the 1924-25 report of the Cleveland public schools.

KINDNESS TO ANIMAL WEEK

Kindness to Animal Week was observed April 11 to April 17. Lessons on kindness to animals took many forms, from the care of pets to the serious subject of trapping and game hunting. From the American Animal Defense League, 533 Bryson building, Los Angeles, comes this word:

"Some one has said that poverty is the curse of the world. We could wisely include cruelty as its hand-maiden, for while poverty is largely a physical suffering with a retinue of crime and misery in its train, cruelty is a degeneracy of mind, heart, soul and body, and leaves its slimy trail on rich and poor alike.

"There is no higher attainment in the field of noble endeavor than the subtle training of the impressionable heart and mind of a child; the prevention of all cruelty to humans and the lesser animals through a systematic teaching of personal recognition of the right of life and liberty—food and shelter—comfort and happiness for all created things—and the awakening of a responsibility fraught with a sense of mercy, love and justice."

EXAMINATION FOR SCHOOL ADMINISTRATION AND SCHOOL SUPERVISION CREDENTIALS

In November, 1925, a notice was issued by the Commission of Credentials to the effect that there would be no further written examination for the administration and supervision credential, and that there would be no fee in connection with the oral test. However, the unforeseen demand for tests makes it imperative to charge a fee in order to meet the necessary expenses. Therefore, to meet emergency situations which demand administration or supervision credentials, the State Board of Education will for a limited period grant short term credentials to applicants who

1. Pass an oral test
2. Complete six semester hours of prescribed work in three courses.
3. Pass a brief written examination on the three courses completed

The next examination is scheduled as follows:

Part A—Oral test, May 22, 1926:

University of California, 202 Haviland Hall, Berkeley

University of California Southern Branch, Los Angeles.

Part B—Written test, August 14, 1926:

University of California, 202 Haviland Hall, Berkeley

University of California, Southern Branch, Los Angeles

The passing grade in both the oral and written examinations will be 80 per cent.

Candidates successful in meeting the above requirements will be issued a credential valid for two years upon filing application accompanied by the required legal fee and necessary verification. Renewal will be subject to the completion of the full requirements as outlined in Bulletin 10-Ad.

All candidates for the examinations must apply either at the Sacramento or Los Angeles office before May 12, 1926.

The letter requesting admission to the examination must be accompanied by the special examination fee of ten dollars. **Admission will be by card only.**

COMMISSION OF CREDENTIALS,
By Evelyn A. Clement.

WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

Harr Wagner, lecturer, author and editor of the Western Journal of Education, is to deliver the address in King City April 29, at the meeting held in observance of Public Schools Week in California. The meeting is to be held under the auspices of the Masonic lodge. The Master of the lodge is Mr. A. Frew. The meeting will be held in the Masonic lodge in the evening and much interest in the program has been evidenced by the local people.

The Newcastle elementary school district, near Auburn, has voted favorably upon a \$20,000 bond issue. The school building and improvements are to be made this summer so that the additional facilities will be ready for use when the term opens in the fall.

The El Monte high school at El Monte has constructed a tunnel 175 feet long which connects the school building with the athletic field. The subway was made necessary as car tracks and a main boulevard separated the school and field, and lives of the students were endangered by the existing rights of way. The tunnel cost \$13,000, a part of which was paid by the school and the remaining portion by the city.

With expectations of an additional 75 or 80 pupils in the fall, the West Park school in Tracy is to be enlarged by the school officials. The work will amount to the spending of approximately \$12,000.

Establishment of a \$5000 permanent student loan fund, to assist students in making their way through Fresno State College, has been announced by C. L. McLane, president, as a gift of Thomas E. Risley, former commissioner of finance of the city of Fresno. Loans will be made only to students taking four year courses at the local institution and who will graduate from the Fresno College.

The finding of rich deposits of silver-lead at Beatty, in Inyo county, besides creating a boom reminiscent of the gold rush days and causing Nevada to agitate for a relocation of the boundary line, has also resulted in a great increase in the scholastic population of the town, creating an emergency that must be met. In a letter to A. A. Briarly, superintendent of schools of Inyo county, Miss Georgiana Carden, state supervisor of school attendance, has advised him that emergency money for the schools can be taken from the unappropriated school moneys of the district. Due to the fact that the appropriation for that district is not large, it is expected that other means will have to be found.

Mr. A. N. Palmer, author of Palmer Penmanship Publications, has become a broadcaster and every Tuesday night at 9:15 o'clock, eastern time, will talk to listeners in at the studio of WMCA in Hotel McAlpin, New York City.

The Palermo school district, near Oroville, has approved a bond issue of \$15,500

for the construction of a school auditorium. The addition is to be a part of the present school house.

Word Study, a leaflet for English teachers, published by the G. & C. Merriam Company, Springfield, Mass., will be published periodically throughout the school year, and will be sent without expense to any English teacher requesting it. This company publishes the Webster dictionaries.

Miss Frances Gallimore, one of the leading educators in Santa Clara county and president of the County Board of Education, passed away at her home in Santa Clara recently. Miss Gallimore had been principal of the Santa Clara grammar school for many years.

Elaborate exercises were held in San Jose recently when the Theodore Roosevelt Junior High School was dedicated. Among the educators present were Walter Bachrodt, city superintendent of San Jose schools; Joseph E. Hancock, county superintendent of schools; Bessie I. Cole, acting principal of the school; Albert Taix, head of the music department; Mary Ellen Pumphrey, who had a letter from Ethel Roosevelt Derby in response to word received by her of the dedication of the school, and others. Fletcher A. Cutler, grand president of the Native Sons, gave the main address.

Voters at Mountain View signified their approval the latter part of March of a \$150,000 bond issue for a new grammar school building. The \$55,000 for high school necessities was voted unfavorably upon. The trustees plan to hold an election later for these funds.

The total of \$600,000 provided by the bonds voted for in San Mateo county in March is to be divided equally between the high schools and junior college districts.

The \$300,000 share of the junior college will be used for the purchase of the present San Mateo High School plant for the junior college.

The \$300,000 will then be reverted to the high school district and the entire bond issue will be expended by the trustees as follows: \$100,000 to build additions to the Burlingame High School; \$60,000 to purchase new site in San Mateo; \$400,000 to construct a high school at San Mateo, and \$40,000 to purchase a site for a future high school at San Bruno. The school trustees have secured an option on a site for a high school in East San Mateo.

Declaring that the "vocational education work in Stockton is outstanding" and that it "meets the requirements of the federal and state education acts 100 per cent," J. C. Beswick, assistant director of vocational education in California, addressed a large gathering of vocational teachers and supervisors of Sacramento, Stanislaus and San Joaquin counties, at a gathering held in Stockton recently.

Miss K. F. Casey, for fifty years a teacher and principal in the San Francisco school department, was honored by a luncheon and a handsome token of her fellow-workers' esteem, upon the announcement of her early retirement from active service.



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TWO STORES

(Continued from page 11, column 3)

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C. M. Osenbaugh, President, State Teachers College, Chico, California

CHICO STATE TEACHERS COLLEGE SUMMER SESSION

Education plus ideal camp life is what the directors of the Chico State Teachers College give their students at Mount Shasta. One does not know how different the relationship of student and instructor can be made from that found in the ordinary college session until he has had a six weeks' summer session, with a college under camp conditions, like those found at Mount Shasta. It is a comradeship that is worth experiencing. Instructors and students form one big family, with like interests, for six weeks and everybody feels acquainted and happy, a happy family of nearly three hundred.

The camp is situated a mile north of Mount Shasta City, a thriving little city at

the foot of Mount Shasta. It is on the Pacific Highway and the Southern Pacific Railroad. This region has more natural beauty and more places of physiographic interest than any other similar area in California. The students and faculty take trips to many places of interest. The annual hike to the top of Mount Shasta is one of the events of the session.

The camp is fitted with many modern conveniences. There are dormitories and tents. Last year a third dormitory was completed. New showers, for women, in this dormitory add to the convenience of the camp. The men's bath house is open practically all of the time. Laundry facilities are provided for those who wish to do their own laundry work. Electric lights are in all tents and dormitory rooms. Cots and mattresses are provided, but bedding must be furnished by the student.

The cafeteria is the main source of interest three times each day. Two regular dinners and a good breakfast are provided.

Athletic events between teams of both faculty and students add to the enjoyment of every one. The lodge provides a place for dancing and other types of amusement. Religious services are conducted by the faculty each Sunday.

This year a large class room building and auditorium is planned to be constructed. A small hospital will be built. This will make the camp quite complete for the purpose for which it is intended.

Each year the directors try to specialize in different phases of education. This year, in addition to the regular teachers' courses, opportunity will be given for those who wish to study dramatics and present plays, for those who desire to specialize in music instruction, for those who desire the junior high school credential or the school administration credential.

It is the desire of the directors to give the best type of an education, fit one for some definite task and make students feel like studying. For catalogues, address President C. M. Osenbaugh, State Teachers College, Chico, Calif.

Houston public schools under Superintendent E. E. Oberholzer—the highest paid school executive in the Southern States—are up and doing educationally.

Houston, itself, is growing rapidly, due to the nearness of oil fields, growth of manufacturing in its vicinity, and from the fact that Houston has become a port on account of the completion of a ship canal. The present population is estimated at 250,000. The school enrollment numbers 36,000.

A big building program has been going on. Two senior high schools, five junior high schools, and one six-year high school for colored pupils have been constructed out of a \$3,000,000 bond issue. Another \$4,000,000 bond issue has recently been voted for the remodeling of old schools and for enlarging school sites.

The minimum acreage for the various school plots has been set as follows: ten acres for senior high schools, eight acres for junior high schools and six acres for elementary schools.

In course of study work Superintendent Oberholzer has mapped out a five-year program in which all the teachers of Houston will participate. The courses worked out will fit the 5-3-3 system which is in vogue in Houston.

Dr. H. B. Bruner, Department Curriculum Research, Columbia University, has been employed to head up the work undertaken in curriculum in Houston. He spends two weeks three times a year in that city checking up and laying out further plans of procedure.

James Hughes has been placed in charge of the superintendency of the New Castle, Pennsylvania schools. Mr. Hughes for several years has been one of New Castle's outstanding principals. Ben G. Graham, who was superintendent of New Castle, accepted an associate superintendency in Pittsburgh the first of this year.

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VACCINATION IS DISCUSSED

Mrs. Rosemonde Rae Wright, president of the California Anti-Vivisection Society, has issued the following statement:

"From recent discussions, some people may have erroneously concluded that vaccination is a desirable precaution against smallpox.

Medical Profession Divided

"The medical profession is divided on this subject, and as eminent a physician as Dr. Walter R. Hawden, twice winner of the gold medal in surgery of the Royal College of Physicians and Surgeons of London, England, has said that 'the whole of this wretched vaccination and inoculation system is based upon superstition.' Dr. Louis Parkes of England (probably the least-vaccinated country in the world), addressing the Royal Sanitary Institute, said in 1922 that it could not be vaccination that has almost stamped out smallpox in England, as the vaccination and smallpox had declined together.

"Vaccinated and revaccinated populations, like those of Japan and Italy, have much smallpox, while practically unvaccinated populations, like those of Australia, have but little smallpox.

Hard to Distinguish

"Figures sometimes quoted by advocates of general vaccination cannot be conclusive, because it is so difficult for medical men to distinguish between smallpox and chickenpox. Evidence is available where medical men have differed in diagnosing such cases. Is it not possible that many cases of chickenpox have been mistakenly classified as smallpox in California and other states?"

"Compulsory vaccination savors of 'state medicine,' which is as un-American as 'state religion.' The Journal of the American Medical Association, in a lengthy editorial in a recent issue, vigorously opposes 'state medicine.'

"Judge Woodward of the New York appellate court, in the Viemeister case, said: 'It must be conceded that the legislature has no constitutional right to compel any person to submit to vaccination.'

"People who are constitutionally opposed to vaccination and 'state medicine' should not be frightened into vaccination through mistaken conclusions by that portion of the medical profession so enthusiastic for it at this time."

VACATION TIME



is nearly here. The semester is practically over. A few more weeks, final "exes," and then "good-byes" until fall.

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SAN FRANCISCO STATE TEACHERS COLLEGE, SUMMER SESSION

The State Teachers College at San Francisco offers not only an attractive list of courses for its summer session this year but has gotten together an outstanding group of instructors for its staff, according to Acting President Archibald B. Anderson.

Mr. Alexander Stewart, formerly of the bay region and well known there, who has been doing a remarkable piece of work in Southern California in stimulating public interest in community music, will give work at the session.

Another feature will be a course by Mrs. John J. Cuddy, director of the San Francisco Children's Theater.

The list of outside instructors includes: Barrett from the Southern Branch, McKay and Gorman from the University High, Cloud of San Francisco, Hannas of Berkeley High, Howe from Santa Clara, Owen of Tamalpais Union High, Stevenson of the University of California and Wilson from Riverside.

Another course of interest to teachers will be one entitled, "Modern Radio Reception." This course will be given by Mundt of the college faculty.

Other well known members of the college faculty who offer courses are Anderson, Barney, Biddle, Billingsley, Boulware, Burkholder, Butler, Dorris, Farrell, Holmes, Levy, Mayer, Mundt, McCauley, McFadden, Rypins, Smith, Spelman, Talbert, Thompson and Valentine.

Miss Farrell, who comes recently from Mills College and has marked ability as a dancer, will give a course in natural dancing.

The session opens Monday, June 21, 1926, and lasts for six weeks.

A CORRECTION

The summer session of the San Francisco State Teachers College is to be conducted from June 21 to July 30, 1926, not July 21 to July 30, as stated by mistake in the March issue of the Journal.



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MEETING OF THE STATE BOARD OF EDUCATION

Harr Wagner

The State Board of Education held April 5th to 10th at Sacramento, a meeting of unusual interest. The members were all present: Dr. E. P. Clark, Riverside; Mrs. Carrie Parsons Bryant, Los Angeles; Mr. C. A. Storke, Santa Barbara; Mr. S. D. Merk, Burlingame; Mr. F. J. O'Brien, Chico; Mr. Clarence Jarvis, Sacramento, and Mrs. Helene Hastings, Oakland.

The important work of the board, outside of the regular routine, was: First—the adoption of geographies and civics.

Second—the consideration of the establishment of a college at Sacramento by a committee consisting of Superintendent Charles Hughes and leading citizens of Sacramento. The establishment of a four-year college course in one location would undoubtedly lead to radical changes in the organization of our state educational institutions.

Third—the reports of the presidents of state teachers' colleges and various officials of the department of public instruction.

Dr. E. P. Clark presided. Will C. Wood, superintendent of public instruction and executive secretary of the board, interpreted the school law and on several occasions made recommendations which were adopted.

Mr. C. A. Storke, the editor and Walnut King of Santa Barbara and Civil War veteran, added to the interest of the "open forum" by original and startling opinions, not usually expressed in standardized proceedings of official bodies. In fact, the meeting during the whole week was a delight and education to those who are opposed to the executive session, closed doors, secret diplomacy, etc. We doubt if any other state or this state can show a more democratic body than the present State Board of Education.

The reports of the presidents of the State Teachers' Colleges were of great interest. President Swetman of Arcata has the ability to express himself clearly, with well rounded statements and with oral expression which should be cultivated by all public educational officials. President Phelps gave a report which showed much thought, on "The Standardization of Teachers' Colleges of the United States." Unfortunately his presentation was marred by the timidity of expression. It is to be hoped that the enthusiastic exponents of silent reading will become propagandists for oral reading. In spite of the silent drama, printed reports, etc., about 100 per cent of our public school graduates need training in public speaking.

Mrs. Helene Hastings, chairman of the text book committee, reported in favor of adoption, Part II, Book One, "Human Geography," the postponement of the adoption of Civics until the July meeting, and favorable consideration of Dr. Fairbanks' "California." Mr. S. D. Merk and Mr. Clarence Jarvis were the other members of the committee. The report was adopted. Fairbanks' "California" was adopted, but the first printing may not be made until July, 1927. The "Civics" created much interesting discussion. Superintendent Wood recommended a two-book course in accordance with the course of study suggested by the Bagley Survey. Mr. C. A. Storke's criticism of the English used in the Mac-

millan book was enjoyed by all the bookmen present, including Theodore Morehouse himself. The various bookmen were called upon frequently to give expression to their viewpoints on the text-books under discussion.

Commissioner Olney reported a long list of high school text-books for relisting, the eight-year contract made in 1918 having expired. The books recommended were all listed with the exception of the books on Biology and History. These will be acted on at the July meeting. The Gregg shorthand books were all re-listed, although Robert Gallagher, one of the authors of the Gallagher-Marsh shorthand book, insisted that the state law requiring boards of education to give preference to books written and manufactured in California should be enforced, and all books on the subject, except his own, should be excluded from the list. In view of the fact that boards of education should not be limited in their efforts to secure the best books for the children, this law should be repealed and the Legislative committee of the State Board of Education should request it.

Miss Mamie B. Lang, commissioner of elementary education, made a number of reports covering her school activities. She was granted permission to attend the N. E. A. meeting as a representative of the state department, in Philadelphia, June 26th to July 4th.

The State Board of Education, individually and collectively, showed keen appreciation of the educational work of every department and while there were positive disagreements, there was an evident desire for harmony. It was unfortunate that there could not have been an agreement or an adjustment in reference to the confirmation of the nominees of State Superintendent Wood of W. J. Cooper and A. B. Anderson for the San Jose and San Francisco State Teachers' Colleges.

The board completed its routine work and adjourned to meet at the Fairmont Hotel, San Francisco, on Monday, July 12, 1926.

WILL C. WOOD

Will C. Wood has made a definite statement that he would be a candidate for reelection to the office of superintendent of public instruction. This is an important announcement because it assures the state able educational leadership for the next four years and makes it possible for teachers' associations and various groups of educational people to keep out of political activities.

It is evidently Mr. Wood's intention, since he has decided not to enter the list of candidates for Governor, to place himself before the people on his educational record. However, those who know his temperament realize that if he believes that educational progress would be endangered by reactionary candidates then he will be in the front trenches of a political battle and will enjoy the fight.

The year 1926-1927 is full of promise for all educational interest. There is no department from kindergarten to university that is not functioning properly. Our progressive educational laws are in force. Su-

pervisors, deputies, experts, specials and in fact every phase of education has been emphasized and liberally supported. Budgets undreamed of twenty years ago are provided for carrying on the educational work with the University of California on the peak asking eight million, five hundred thousand dollars for its support.

The report of the committee on duties and functions of the state administrative authorities delivered by W. J. Cooper of Fresno at the council meeting, Hotel Oakland, April 12, 1926, was an epoch-making report. It is well worth while the careful study of all people interested in school administration.

Melvin Neel president Board of Education, Long Beach, California, is a man of exceptional administrative ability, as the record of Long Beach shows in every line of functioning. He is a citizen who responds to all sorts of appeals for public service, but his real job is general supervisor of Los Angeles county rural schools. (New England Journal of Education.)

Dr. Elmer E. Brown, who as head of the Department of Education, University of California, 1890-1900, and later U. S. commissioner of education, who achieved national fame as a delightful personality and sound educator, delivered a remarkable address at the annual dinner of the School of Education, University of New York, February 24, 1926. Dr. Brown, as chancellor of the University of New York, with the aid of Dean Withers of the School of Education, has placed this institution in the front rank of American universities. On account of the fact that it is highly idealized professionally and not a professional job "go-getter" is outstanding in its usefulness. Dr. Brown, after paying tribute to Dr. William Torry Harris, former United States commissioner of education, discussed the task of teacher and the superintendent of teachers in preparing twenty millions of pupils to live in a world of modern physics, psychology, sanitation and geography. "They live on a continuous inclined plane," Chancellor Brown said, "that reaches up into the cloudy summits of science and dominion. The boundaries of a given piece of research are determined by its relation to the circle of which it is to form a segment. The two types of research, both of them scientific, have countless affiliations, but they cannot be identified, the one with the other. One of them may contribute directly and others indirectly to the solution of educational problems."

Mrs. Grace Chandler Stanley, dean of women of the State Teachers' College, Arcata, California, attended the conference at Los Angeles recently of the deans of women of the various institutions of the state. Mrs. Stanley has arranged a special program for the summer session at Arcata where actual practice work in supervision will be given. There is no subject where theory means so little and practice means so much as in supervision.

Mrs. E. R. McKenzie, district superintendent of the Santa Maria grammar schools, had the enviable record of 98 per cent of attendance record in Santa Maria during the first five months of school.

**SUPERINTENDENTS' CONVENTION
AT WASHINGTON, D. C.,
FEBRUARY, 1926**
Susan M. Dorsey

A "superintendents' convention" held in Washington, D. C., is bound to prove educational, quite apart from the instructional and inspirational lectures and conferences incident to such a gathering.

Beautiful Washington is itself an education; its buildings, squares, circles and places, with their paintings, memorials and statues, are impressive records of the nation's history, while for one returning to the capital after an interval of years it is an interesting study to take up and follow the world happenings of those years as expressed in the more recently erected monuments and memorials. Especially have the last few years seen significant additions to the story of our nation's life as expressed in material form—the Lincoln Memorial; the Arlington Memorial erected to those who went overseas in the Great War and did not return, with its tomb of the Unknown Soldier; the Red Cross building; the Pan-American building; Continental Hall, or the D. A. R. building; the Academy of Sciences building; the new National Museum; and especially the Art Gallery, with its hall of portraits of the leaders of every nation in the Great War; are outstanding examples of how in Washington, history is being continuously enshrined in permanent form.

The great meetings did not begin officially until Monday morning, but were precluded by a patriotic pilgrimage on Sunday afternoon to Arlington, where, with simple and impressive ceremonies, a wreath was placed upon the sarcophagus of the Unknown Soldier by Dr. Frank A. Ballou, president of the superintendents' convention.

There was only time to return to the city before the vesper service, always held on Sunday afternoon prior to the opening meeting of the convention, claimed the attendance of delegates. This service was held in Continental Hall, made memorable as the place where the sessions of the Conference on the Limitation of Armaments took place. The address of the afternoon was given by the Bishop of Washington, the Right Reverend James E. Freeman, the bishop through whose efforts work is being pushed on the great cathedral, in the completed portion of which Admiral Dewey and Woodrow Wilson are entombed.

Californians will be interested to hear of the Monday morning California breakfast, at which were present the educator-delegates from the Golden State, superintendents, supervisors, principals, class room teachers and friends, also several of California's Congressmen and Honorable Curtis

D. Wilbur, Secretary of the Navy, one of California's sons.

At the first general session, Secretary Wilbur, though not scheduled to appear, was introduced and made an appeal to the superintendents to encourage their schools to assist with contributions for the rehabilitation of "Old Ironsides." On the same program, Honorable Frank O. Lowden, former Governor of Illinois, spoke convincingly on the subject of "Rural Life and Rural Education," making clear that there are such problems; he also set forth the measures being taken to solve them and the necessity for conserving and enriching the rural life of the nation.

The afternoons were very generally given over to meetings of groups or to discussions in smaller assemblies of special subjects, such as Supervision, Religious Instruction, School Hygiene, the Single Salary Schedule, Janitor Service, Rural Education, Problems of Elementary Principals, Teacher Selection and many others. It is interesting to note how the same subjects are discussed year after year and how long a time it takes to reach satisfactory conclusions in any educational matter so that it may be finally relegated to the list of things settled. Again and again it is the same old question, with possibly a variation. Take the subject of teacher training; this time it appeared with the variation of teacher training through extension courses, to which an entire afternoon in the National Council of Education was given with profit to all and, I believe, with some progress made in the way of determining how far teachers may be allowed to take extension courses without injury to their health and diminution of their services to the schools where they are employed.

On Monday evening, February 22, on the anniversary of Washington's Birthday, occurred the great meeting of the week, great because of the day, the theme and the speaker. President Calvin Coolidge addressed the ten thousand assembled superintendents on the subject "George Washington." Once more the hearts of loyal Americans thrilled at their heritage as they listened to a dispassionate but inspiring recital of the contributions of Washington to the making of this great nation. On this occasion Mrs. Coolidge paid tribute to public education through the gracious courtesy of occupying a seat on the platform.

And so the week rushed on, with educators everywhere, whizzed in taxis to widely separated meeting places, from one session of the convention, or one committee meeting, to another, hurried to breakfasts, to luncheons, to dinners (fifty-five of these events were actually scheduled on the program) in a wild effort to miss nothing worth while or to give the utmost of service as a delegate.

Friends of the much-beloved Miss Katherine Blake, who is just completing her fiftieth year of service as teacher and principal in New York City, a noble daughter of a noble mother, who was herself one of New York's greatest educators, was tendered a farewell dinner prior to her departure for Geneva, Switzerland, where she plans to spend the next year in service for World Peace. On this occasion, as a perpetual reminder of the esteem in which her many friends hold Miss Blake, she was given a loving cup; one of her old-time

(Continued on page 21, column 2)

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Humboldt College Plan of Recreational Reading

The Christian Science Monitor of November 30, 1925, contains a very helpful article on recreational reading among college students by C. Edward Graves, librarian, Humboldt State Teachers College. An elective course in recreational reading is offered under the direction of Mr. Graves carrying with it a credit of one semester hour. The primary purpose of the course is to interest students in a high grade of recreational reading in the hope that they will acquire a habit that will stay with them through life.

Summer Institute for Instructors in Library Science

Courses in Library Science Education will be offered at the University of Chicago, July 29-September 3, 1926, during the second half of the summer quarter.

Sydney B. Mitchell, associate professor of library science and chairman of the department, University of California, will be in charge. Other officers of instruction are Werrett W. Charters, professor of education, University of Chicago; William F. Russell, professor of education, Columbia University, and Giles M. Ruch, associate professor of psychology and education, State University of Iowa.

The work is planned for students who are familiar with the subject matter of library science and who are or intend to be teachers of the subject. The courses are designed to meet the needs of four groups of students: (1) teachers in library schools; (2) teachers of library training classes; (3) teachers of library science courses in colleges and universities, in teachers colleges and normal schools, in high schools, and in summer sessions; and (4) inexperienced teachers under appointment to similar positions.

Three courses each constituting a minor will be offered: 1. Problems in education for librarianship; 2. Problems in the teaching of library science; and 3. Principles of educational psychology applied to education for librarianship.

On February 1 Mr. Mitchell called a meeting of the faculty at A. L. A. headquarters in Chicago to plan for the co-ordination of the three courses which are to be offered as a unit. It is urged that applications for admission to the institute should be made as soon as possible to Mr. Mitchell, chairman, Department of Library Science, University of California Library, Berkeley.

Fifth District Meeting

A most neighborly spirit was shown at the annual meeting of the Fifth District of the California Library Association held March 4, at Hotel Sacramento, Sacramento. Visitors from the Second, Third, Fourth and Ninth Districts joined with a large representation from the Fifth District and added greatly to the interest of the day. Even the Sixth District was represented. Mrs. Theodora R. Brewitt, president of the California Library Association and librarian of the Long Beach Public Library, having come to Sacramento to take part in the program.

Mrs. Brewitt spoke on "Problems of Children's Work in the Public Library." She stated that she considered the children's librarian in a library employing one ranked second only in importance to the librarian. The three outstanding qualifications needed in a children's librarian, she asserted, were personality, executive ability and knowledge of children's books. The city of Long Beach expects ultimately to have in each of its elementary schools a library with a trained children's librarian. There are ten such libraries in Long Beach now. Interest in the work, salaries equal to teachers of the same rank and the lure of long vacations are turning librarians' minds toward this phase of the library profession.

Better library facilities are having their effect upon methods of instruction in the schools. The demand for children's books has increased. The results of "contest reading" were held to be questionable as there seemed a tendency toward quantity rather than quality.

E. C. Porter, secretary-manager of the Sacramento Chamber of Commerce, was in instant accord with his audience. He pictured briefly, but vividly, the intense interest books held for him and a few other American children who spent part of their childhood in China. His subject, "Factors in Community Development," brought directly to the librarians their own part in the life of the community. He spoke approvingly of the fact that Milton J. Ferguson, state librarian, and Miss Susan T. Smith, Sacramento city librarian, were very active directors of the Sacramento Chamber of Commerce.

In stressing the point that Sacramento is now passing through an era notable because of its splendid material achievements he urged that a distinctive color and culture of our own be maintained and not one imitative and stereotyped; one that is worthy of the Californian's incomparable heritage.

In closing he urged a modernized viewpoint by librarians and an effective presentation by them of the importance of libraries to communities and stated that the Sacramento Chamber of Commerce wishes in every way to bring its city library and the people closer together.

Excellent service has characterized Levinson's book store from the date of its establishment in Sacramento. "Books and People" seemed an especially appropriate subject for Mr. Levinson who began with a quiet humor that delighted the audience. Then in a serious vein he continued, "In a measure our problems are the same. Speaking of my branch of the profession, and I think we are fairly agreed that bookselling and librarianship is a profession, my problem is to sell more books; yours to convince people that books are as vital to their mental growth as food is to their physical well-being and thereby induce more people to read more books; to stimulate book-hunger, create more readers and feed that hunger to develop wiser readers.

"We lead the world in the publishing and reading of newspapers and magazines, but we are behind, relatively, practically all other so-called civilized countries in the number of books published per capita. The publishers of the United States admit, however, that twenty per cent at least of their output is sold here on the Pacific Coast, where we have only ten per cent of the population.

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start. The biggest factor so far according to the publishers is the work accomplished by the Children's Book Week Committee, an undertaking largely sponsored by librarians. Catch the child young and much can be done to foster book-hunger.

"Our greater problem is with the adult. We must appeal to the adult's self-interest. Show him that books have something to offer that is of great value; that books are almost a vital necessity."

"Nineteen Twenty-six in the Library World," as reviewed by Milton J. Ferguson, state librarian, has no parallel in previous years. The work of the League of Library Commissions, the Board of Education for Librarianship, adult education, the sesquicentennial convention of the American Library Association at Philadelphia and Atlantic City, and the financial support given by the Carnegie Corporation in library development made a most pleasing vista. All of these activities have for their goal finding means for library service to the fifty per cent of our country's population without it and better service to the fifty per cent now receiving it.

Ho. O. Parkinson, formerly librarian of the Stockton Public Library and San Joaquin County Library but now manager of the western office and factory of Gaylord Brothers at Stockton, briefly traced the history of the firm from the time the brothers opened business mending bank notes with tissue paper, with a capital of six dollars, to the present time with their large business interests.

Three transcontinental railroads, cheap transportation by water and a large population within a radius of one hundred miles were among the reasons given for the selection of Stockton by Gaylord Brothers as headquarters in the West.

Meeting of First and Second Districts

The first and second districts of the California Library Association held a joint meeting at the Fairmont Hotel, San Francisco March 6. Miss Helena Critzer of the Berkeley Public Library, president, and Miss Ivander McIver of the University of California Library, secretary, of the first district were in charge of the meeting.

The forenoon session was devoted to topics connected with the semi-centennial year of the American Library Association. Miss Faith Smith, librarian of the Lange Library, University of California, gave a most interesting and valuable historical paper on "Notable Phases in the Development of American Libraries." She contrasted library methods and service of fifty years ago with the present time. The primitive methods of early days and the systematic business methods and excellent service of progressive libraries of the present time show

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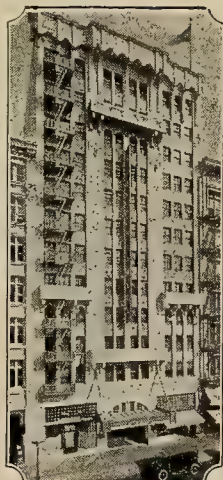
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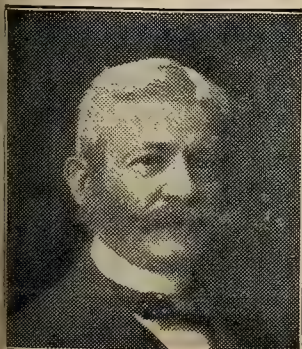
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Progress of library work in California with reminiscences of early American Library Association meetings brought forth a wealth of interesting personal recollections from Mr. George T. Clark, director of libraries, Stanford University. The beginnings of the California Library Association, the meeting in 1887 of the American Library Association at Thousand Islands, a subsequent meeting at San Francisco in 1891, the notable people of early days who stand out as leaders of importance now were outstanding points that Mr. Clark caused to pass like a panorama before his audience.

Without any sudden transition from retrospective thoughts but in his characteristic, original way, Mr. Milton J. Ferguson, state librarian, brought his audience to a consciousness of present day affairs and responsibilities for the future in his talk on the fiftieth anniversary of the American Library Association, to be held in Philadelphia and Atlantic City October 4-9, 1926.

A recent bulletin of the American Library Association stated that thirty-six hundred square feet of floor space at the Sesquicentennial Exhibition at Philadelphia has been assigned, free, to the American Library Association for the Fiftieth Anniversary Exhibit. This space will be in the proposed Palace of Education and Social Economy. The director of education and social economy for the sesquicentennial says that the granting to the American Library Association of this space, which

has a rental value of \$18,000, represents a greater concession than has been made to any other organization.

Mr. Ferguson outlined very clearly the plan of the executive board of the American Library Association for financing the exhibit that will occupy the generous space given for it and urged each librarian, "Take your own measure; send it to the American Library Association for your subscription bill; and keep California in the lead."

He contrasted the support given to schools and to libraries by quoting from Samuel H. Ranck in his illustrated story of how American cities spend their income. The figures used by Mr. Ranck had been compiled from statistics from 248 American cities by Miss Marjorie E. Nind of the Grand Rapids Public Library. In 1903 the public libraries of these cities spent nineteen cents per person for public book service. In 1923 the sum had gradually increased until it reached forty-three cents. The schools started at \$3.86 in 1903 and in 1923 had touched the figure of \$12.87. Mr. Ferguson commended the public for the support given to the schools and closed his comments by saying, "This double team of ours, school and library, does not appear to be traveling abreast. Is the beginning of education in the immaturity of childhood so much more important than its continuance through the later years? The results as a whole would be better if the library could, at respectful distance, follow in the footsteps of her big sister."

At the afternoon session Mrs. Theodora R. Brewitt, president, California Library

Association, discussed the promotion of library work with children in California.

Dr. Maud A. Merrill, assistant professor of psychology, Stanford University, was one of these gifted speakers who can take a technical subject interspersed with figures and make a human interest story of it. She told of Professor Terman's contribution to the genetic study of genius with a simplicity that fascinated her audience. She said the bright children of today may be the geniuses of tomorrow. In order to make a study of them one thousand gifted children in California were under observation. Particularly gifted children in this group were selected to be studied over a period of ten years. This she claimed was a real contribution to the study of genius.

The Seamen's Library Committee of the California Library Association is again planning a Book Week to collect books for the men of the merchant marine. The date is April 19 to 26. In furtherance of the cause Chaplain Howard of the Seamen's Institute gave a brief talk. He said, "We are trying to put the public library on the sea," and made an earnest plea for books and magazines for the seamen. The slogan is, "Give a book that you have read and liked."

State Librarian Visits Libraries

During the month Mr. Milton J. Ferguson, state librarian, visited county and city libraries in the following counties: Monterey, Santa Barbara, Ventura, Orange, San Diego, Imperial, San Bernardino, Los Angeles, Kern, Tulare, Fresno and Madera. The librarians throughout the trip had much to show that was interesting and indicative of development of library service.

The date of Mr. Ferguson's visit to Santa Barbara seemed particularly auspicious as it was on the day that work started on the reconstruction of the public library building which was so seriously damaged during the earthquake.

The Community Arts Association helped in determining the Spanish style of architecture for rebuilding the devastated section of the city. It is most attractive and produces harmony without monotony. The beautiful city that will rise from the recent ruins thoroughly justified putting on an earthquake, according to Mr. Ferguson.

There were unique features that marked his visits to several of the counties. In Orange county he spoke at the Rotary Club luncheon. A staff dinner by the San Diego County Library near Point Loma proved a delightful combination of business and pleasure. While he was visiting the Fresno County Library a staff meeting was held and he had the pleasure of meeting the members of the staff and they had the inspiration of a talk from him. During his visit to the Kern County Library he had the unusual experience of finding a county librarian visiting a neighboring county library. The librarian of Los Angeles County Library with two of her assistants were visiting the Kern County Library. Prior to visiting the Kern County Library a similar visit had been made to Orange County.

While in Kern County Mr. Ferguson visited the Delano and McFarland branches of the county library. He was much pleased with the excellent service, the capable custodians and the attractive branch library buildings.

One very interesting feature of the trip was his attendance at the annual meeting

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of the county supervisors which was held in San Diego during his stay in that city. While the subject of good roads held the center of interest during the meetings, personal contact was made with many of the supervisors and their expressions of satisfaction with county library service were decidedly gratifying.

County Library Branches

Mrs. Alice G. Whitbeck, librarian, Contra Costa County Free Library, assisted on March 6 in the dedication of a unique branch library building for Pinole. It is a combination jail, library, firehouse and community club. Queer as it sounds all the indications point to success for each of these institutions. By placing a small jail in one corner Pinole received one thousand dollars from the county and five hundred dollars from the town to aid in erecting the building. The library room is not large but will answer the purpose for some time. The corner stone bears the legend, "Pinole Public Library." The building is in the park.

The Corcoran branch of the Kings County Free Library observed its thirteenth anniversary on February 24, 1926, by giving a birthday party.

The Corcoran branch was the second to be established in the county and Mrs. Z. M. Warren, who has been in charge since its opening, is now the veteran custodian in the county. It is largely due to her efficiency that the branch is one of the outstanding county branches in the valley. The first year of its existence it had 201 borrowers. The number is now 566.

The anniversary party, which was largely attended, was held in the library, which is located in the city hall. After a reception during which the visitors were shown through the library a short program was presented. In a brief but interesting talk on county libraries in general and Kings County Library in particular, Miss Julia Steffa, county librarian, explained that the Corcoran branch was one of fifty-eight distributing points of the county library organization and not simply a small collection of books in a small town. The Kings County Library system, she said, is one of the forty-two county libraries in operation in California. This great plan to give library service to all is being copied by other states as well as other countries, which have had representatives in California investigating and studying the system.

The program closed with several excellent book reviews by Mrs. Eleanor Mills of Reedley.

Library Notes

The first issue of the "Alumni News" was printed March, 1926. It is filled with items of special interest to the graduates of the University of California and State Library Schools.

The annual dinner of the University of California and State Library Schools will be held at the Woman's Faculty Club on Saturday, April 10, at 6:30.

Miss Essae M. Culver, recently county librarian of Merced county, but now doing most effective library organizing in Louisiana, has been invited to speak at the meeting of the Southeastern Library Association in Tennessee in April.

(Continued on page 21, column 3)

friends, Dr. Winship, with gracious and appropriate words expressed the kindly sentiments of the donors.

One of the great addresses of the convention was that of Honorable Herbert Hoover, Secretary of Commerce, on the subject, "Education as a National Asset." It is worth while to cross the continent to listen to the sober words of one who knows the worth of all this effort and expenditure in the interest of the free and universal education of the youth of the nation. In moments of struggle and disheartenment, when the young seem more than usually flighty, when the evil ways of some leave a disheartening trail of crime, when propaganda is rampant in its efforts to break down in the minds of the young respect for law, particularly as embodied in the Eighteenth Amendment to the Constitution, those responsible for this great American institution grow a bit weary and discouraged; to hear such words of fair appraisal and genuine approval of public education as those of Secretary Hoover is most heartening and one takes up again his school tasks with new assurance.

The Superintendents' Convention of 1926 was great by reason of its setting and the distinguished names on the program. There was, however, no central theme to give coherence to the sessions, which consisted of series of addresses on unrelated, or only loosely related, subjects.

Three year books deserve mention. One of these, the Fourth Year Book of the Commission on the Curriculum, contains suggestive and guiding material that should be most helpful to any superintendent who is working on an elementary course of study. The book was admirably edited by the Research Department of the N. E. A. The other two year books, one on Safety Education and one on Extra Curricular Activities, are publications of the Society on the Study of Education. These year books were discussed at length at two evening meetings. In passing, one should say that this society is this year celebrating the twenty-fifth anniversary of its founding; its work has been significant and its publications are always looked forward to as distinct contributions to educational literature.

Mention should be made of the hearings before the Congressional Committee having in its charge the Educational Bill. These were timed to occur during the convention. The hearings left on the minds of those present the clear conviction that some very hard work has yet to be done before education will have its rightful place in "The Seats of the Mighty." The friends of this measure should never rest nor permit themselves to grow weary.

Most appropriately this article may close with a word of commendation of the faithful and efficient service being rendered by our friends and co-workers, the officers in immediate charge of the N. E. A. headquarters in Washington. In the first place, it was a brilliant thought to move to Washington; it was a brave and progressive step on the part of the officers to procure for the N. E. A. its own headquarters building; and with the same fidelity and clear vision the work of this organization is being constantly pushed by its able officers into new types of educational service to the great good of the public schools of the nation.

O. L. Reid, superintendent of Youngstown, Ohio, schools, has just seen the completion of two combination junior and senior high school plants, one junior high school and five elementary school buildings. These buildings were constructed out of current tax funds. The two combination junior and senior high school units cost around \$500,000 each.

Frederick F. Martin, superintendent of Santa Monica public schools, has adopted this last year the use of a socialized report card. Quoting from the card: "This report has a two-fold purpose—one to show scholarship accomplishment, and the other the progress of your child in the cultivation of those habits of mind and body which make for good citizenship. The second part of the report is the more important, and the one in which parents should be especially interested, as in this the home shares responsibility with the school."

On the card under Habits and Attitudes Desirable for Good Citizenship are listed: Attention Attitude Toward School, Care of Property, Co-operation, Courtesy, Effort, Fair Play, Neatness, Obedience, Posture, Promptness, Progress, Reliability, Self-control, Self-reliance, Thrift.

L. H. Putney, the black-eyed, energetic educational emissary for Little, Brown and Company, has not been seen in the southern or western states since last summer. The reason is that he has been discovering Australia, New Zealand and the Straits Settlements, having developed a fondness for foreign travel which even his involuntary participation in the Tokyo earthquake and in unsettled travel conditions in China could not shake. The fact that his house is an extensive general publisher of miscellaneous, or "trade" books, has made it profitable for Mr. Putney to visit the book stores of the Antipodes and it is safe to say that many a retail store in out-of-the-way corners of the world is carrying a stock of American books on its shelves for the first time in its history. Mr. Putney expects to arrive in the United States in August, and his educational constituents may anticipate seeing him again in the fall or winter.

E. J. Littlejohn, superintendent of Galveston public schools, is a true southern schoolmaster. He has taught in Galveston for forty-three years; eight years as teacher, thirty-three years as principal and these last two as superintendent of the city's schools.

A million dollar building program has just been completed. One new modern school has been built and additions have been made to four others. Two hundred and fifty teachers handle an enrollment of 7000 pupils.

Galveston is known as the City of Oleanders—around 30 varieties are planted on the city's streets. For three months the city is enlivened with their variegated colors of pure white, double white, flesh color tints, red to dark scarlet, yellow, salmon, and various shades of pink.

BOOK REVIEWS

THE HYGIENIC PIG, and Other Stories, by Janet Field Heath: This story book is adapted to a second grade reading class, or the stories may be read to children at any time. The stories have a beauty and vision combined with charming simplicity and they are so closely related to the animals, insects, playthings and playmates with which every child is familiar that an immediate interest is secured. There are fifteen short stories and the book is attractively illustrated by Ludwig and Regina. The volume is adapted to home, school and library use. (Beckley-Cardy Company, Chicago. Price \$0.70.)

LITTLE WOMEN, by Louisa May Alcott: A review of this book at this time would naturally border on the ridiculous—but a few remarks upon this particular edition should interest every lover of children's standard literature. The majority of us have cried and laughed and lived Louisa Alcott's most popular book and we have all imagined just what the home of the "little women" was like, and how they looked. Upon opening this book we find a reproduction of the home which heretofore lived in our imagination only. We find, too, full page, colored illustrations of the characters, a large readable type, and a completely attractive and satisfying book. The introduction, by Albert Lindsay Rowland, gives us a glimpse into the intimate life of the author and of how she happened to write the story. This volume is one of the WINSTON CLEAR-TYPE POPULAR CLASSIC series, of which sixteen titles have already been published. Stories by Hans Andersen, and other standard literary material, including Swiss Family Robinson, are numbered among this attractive series. (John C. Winston Company, 1006 Arch street, Philadelphia, Pa.)

THE CHILD'S OWN WAY SERIES, by Marjorie Hardy: Wag and Puff, A Primer: Wag and Puff are a dog and a cat. Billy is the master and Sally the mistress and they live in a charming little home and welcome these new and friendly inmates. This family's experiences in every day life form a continued story which is told in simple language.

Surprise Stories is the name of the first reader which follows this primer. It is a continuation of stories of the same family, but the material is more difficult, according to the purpose it is to serve. In both of the books the illustrations were drawn by Lucille Enders and Matilda Breuer. The pictures are bright and attractive and full of life and interest. Accompanying these two books is a First Grade Manual for The Child's Own Way Series. This manual is unusually attractive for a teacher's manual; large type, illustrations and a new and reasonable presentation of the subject, complete the series to date. (Wheeler Publishing Company, 352 East Twenty-second street, Chicago, Ill. Prices: Primer, \$0.60; First Reader, \$0.60; First Grade Manual, \$0.80.)

THE LITTLE BOOK OF ENGLISH COMPOSITION, by E. A. Cross: A book for junior high school pupils prepared as a companion volume to "The Little Grammar," by the same author. The book contains suggestions and drills and is unusually compact as to both size and material. No words or time are wasted in these lessons, which are very much to the point. (Little, Brown & Company, 34 Beacon street, Boston, Mass.)

RURAL SCHOOL ADMINISTRATION AND SUPERVISION, by Julius Boraas and George A. Selke. It is acknowledged by all educators and those interested in education that the rural school is a problem. More attention has been focused on it recently than at any other time, with the result that rural schools are improving. This volume takes a sane viewpoint of the rural school problem and includes information not only for the county superintendent and supervisors, but also for the rural school teacher herself. (D. C. Heath & Company.)

"GOVERNMENT IN CALIFORNIA," by David P. Barrows and Thomas N. Barrows.

Ex-President David P. Barrows of the University of California and Dr. Thomas N. Barrows of the Lincoln School of Teachers' College at Columbia University have produced a very helpful volume in "Government in California." They feel the functions of the Federal Government are more conspicuous and spectacular, but that the functions of local government are so much more numerous and touch the citizen in so many more ways that it is a study of this part of our government that is needed in the schools for the development of an enlightened and energetic citizenry. The book is in contrast to the considerable number of texts that have come from the press during the last few years to fulfill the law requiring the teaching of the United States Constitution in the schools of California, as it says nothing whatever on that subject, but confines itself exclusively to a clear and accurate description of the workings of state, county and municipal government in California. The introduction and first chapter take up the beginnings of the history of California under the American flag. The second chapter explains why the Constitutional Convention of 1879 was called and how the Constitution under which we now live was drafted. Every matter mentioned is considered in the light of its historical development. The following list enumerates the subjects discussed: influence of Spanish institutions, the goldrush, Constitutional Convention of 1849, Constitution of 1879, state railroad commission, parties and elections, direct primaries, county government, municipal government, state officers, state boards, state commissions, reorganization of the state government, the legislature and its procedure, the initiative, referendum, recall, judiciary, the state school system and state finance.

Each chapter closes with a group of questions, both textual and thought, also with suggestions as to diagrams or charts of the government system to be prepared by the pupil and suggests collections of reports of boards and officers to be made for the school library. The book is so simply written that it can be said to be for the use of both grammar school and high school classes, although older people will find many valuable facts about the workings of our local government therein. (World Book Company, Yonkers, N. Y. Price \$0.60.)

M. E. MAC GILLIVRAY,
Visalia Union High School.

STORIES OF ANIMAL VILLAGE, by Emma Carbutt Richey: Dogs and cats, chickens, turkeys, skunks, owls, mice, pigs, rabbits and boys and girls are some of the characters that romp between the covers of this book, which may be used for high first or second grade reading. The stories are full of humor and though they are lively and fanciful, each carries a little lesson of its own. (Beckley-Cardy Company, Chicago. Price \$0.70.)

ELECTRO-CRAFT IN THEORY AND PRACTICE, by Leon H. Baxter: The history of the development of electricity, and the "whys" of electricity, together with many charts and diagrams and photographs, are included in this book, which will probably be popular among boys in this day of telephones, electric devices of many kinds, including the radio. The author has written several other books of practical information, including: "Bird House Architecture," "Elementary Concrete Construction" and "Toy-Craft." Manual arts teachers contributed some of their problems, according to the author's preface. (Bruce Publishing Company, 354 Milwaukee street, Milwaukee, Wis. Price \$1.50.)

FAR AWAY AND LONG AGO, A History of My Early Life, by W. H. Hudson: Educators found this book so valuable that the publishers have issued a school edition of the autobiography, and the school edition loses nothing of the charm of the original work. The book is literature for literature classes. The thoughtful presentation of the experiences of childhood hold interest for students of many ages. The author was born in South America and a fresh and en-

tering vista is spread before the reader. State and local boards of education have taken advantage, in many states, of this school edition, and have adopted the book for school use. (E. P. Dutton & Company, 681 Fifth avenue, New York. Price \$1.10.)

DEADWOOD GOLD, A Story of the Black Hills, by George W. Stokes: Stories of good, clean adventure that have a foundation of truth are not easy to find for intermediate grade children. This volume has these desirable qualities as well as geographical and historical information. The time is the early '70's; the place, Dakota and Wyoming. Boys will probably greatly enjoy the information on gold mining that is woven in the tale. (World Book Company, Yonkers, N. Y. Price \$1.00.)

LETTERS FROM FAMOUS PEOPLE, collected by Sharpless Dobson Green: Here is a new and inspiring idea for a book. The idea is given in the collector's own words in the preface: "Sometimes the whole current of our lives may be changed by a single thought expressed by some one whose achievements give his statements authority. This is particularly applicable to young people leaving school to take up their life's work." In pursuance of this idea the author wrote a short letter to some of the most prominent and successful people in the United States, asking for a message for the young people in his care. The volume is the compilation of letters received. The letters are interesting and uplifting. The successful have extended a truly helping hand to those who are just beginning to strive towards the goal. These messages are better than sermons. They cover success in practically every walk in life. (Gregg Publishing Company, Phelan building, San Francisco.)

GREGG SHORTHAND, Junior Manual, by Robert Gregg: This is a handy little volume, the purpose of which is "to provide a simple presentation of Gregg Shorthand for the pre-vocational study of the subject in junior high schools and other schools where shorthand is not studied for vocational purposes." Ten lessons, and much practice material are included. (Gregg Publishing Company, Phelan building, San Francisco.)

LABORATORY EXERCISES IN GENERAL CHEMISTRY, by William Foster and Harley Willis Heath: This is a text which outlines a well-rounded laboratory course for students who have not studied chemistry before. The exercises are designed to accompany Foster's "The Elements of Chemistry," published by the same company. (D. Van Nostrand Company, 8 Warren street, New York.)

BETTER HEALTH FOR LITTLE AMERICANS, by Edith Wilhelmina Lawson: How to teach health and cleanliness to the little folk is always a problem to the primary teacher who realizes it must be done, but it should be done so that it "takes." This book will "take" for the simple material is in the guise of riddles, stories, rhymes and games that make the book a pleasure to study. Here is one of the many rhymes:

"One, two, three,
I don't drink coffee,
I don't drink tea,
One, two, three,
Water, milk and cocoa
Are better for me!"

Black and white sketches are full of grace, health and fun. (Beckley-Cardy Company, Chicago. Price \$0.70.)

THE TEACHING OF HISTORY, With Chapters on the Teaching of Civics; A Manual of Method for Elementary and Junior High Schools by Paul Klapper: The book is divided into five parts: The meaning of history and its implications for teaching; how to attain the values of history; the content of history through the ninth year; methods of teaching history; teaching of civics. This material goes to the roots of things and works up and out in a rich and suggestive manner. Questions, problems, references, charts, all contribute to make the volume one which should find a place on teachers' desks. (D. Appleton & Co., 35 West Thirty-second street, New York.)

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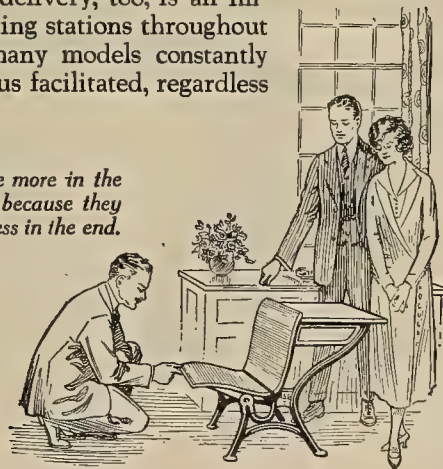
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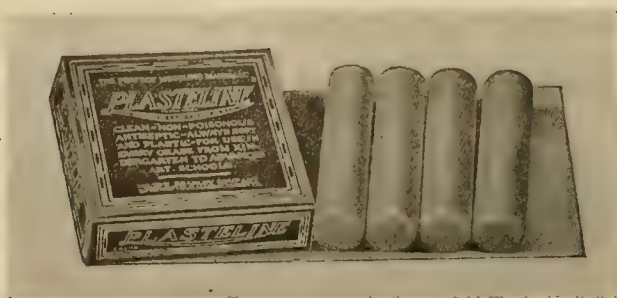


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THE WESTERN JOURNAL of EDUCATION



MAY, 1926



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SPECIAL HOLIDAY FEATURES

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JUST A SUGGESTION!

Well, spring is here full fledged now and isn't it hard to buckle down to work and finish up the last of the term's work? And who can say they have not been counting the days until our last examination papers are corrected, and all detail work of checking the text books is over? The call of the great out of doors is almost irresistible. Vacation is only a few weeks off and it brings to us the best part of the year.

With our three months of vacation it would be mighty nice to go somewhere and not be bothered about the expiration of our ticket before we are ready to return. For a short one, how about an ocean trip to Los Angeles and back? What could be more pleasing than a glorious day at sea, skirting the coast of California, among congenial companions! You can secure a three months' round trip ticket at the small cost of eighteen dollars. Aboard the San Juan or the Humboldt, which leave every Tuesday, Thursday or Saturday evening, you can reach your destination bright and early the second morning. There is a stop over privilege at Santa Barbara and San Luis Obispo, which enables you to spend two or three hours sightseeing.

Plans have been approved for the new Woodrow Wilson junior high school in central North Oakland, by the Board of Education. The new school will cost \$340,000, will have 35 class rooms, gymnasium, shops and administrative rooms, locker rooms, and will house 1200 students.

The Oakdale high school board recently elected J. O. Gossett of Benicia, as principal, in succession to C. E. Overman, who was not a candidate for re-election. Mr. Gossett is a young man, but with long experience in high school work. He is a graduate of the Stanford University and was taught in the high schools of Riverside, and at Stockton, and for the past two years has been principal of the Benicia school.

VACATION DUTIES

RUTH THOMPSON

TIME—Afternoon of the last day of school.

PLACE—In front of the school house.

PROPERTIES—Books and tablets for each child, pencil boxes and any school paraphernalia which children might take home on the last day of school.

CHARACTERS:

Frances—a girl.

Robert—a boy.

A group of boys and girls, any convenient number.

SCENE I.

The curtain goes up on a quiet scene, no one is in sight but from within the school house can be heard the closing song of the school children as they finish their exercises. The song is the last verse of "America":

ALL:

Our Father's God, to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us with Thy might,
Great God, our King!

(There is a moment's silence and then the sound of children cheering their school and teacher):

Rah! Rah! Rah!
Roosevelt school!
Rah! Rah! Rah!

Rah! Rah! Rah!
Miss Smith!
Rah! Rah! Rah!

(Door is thrown open and children, led by Frances, run merrily out of the building):

FRANCES: Hurrah, vacation time at last! Oh, I'm going to have a wonderful time this summer!

FIRST BOY *(Throws hat in air and catches it)*: Holidays at last! No more books for me!

SECOND BOY: Fishing for me, and plenty of fun from daylight 'till dark!

FIRST GIRL: Frances, what are you going to do this summer?

FRANCES *(thoughtfully)*: Well, I'm going to do as I please. I'm going

to play Jacks, make some new dresses for my doll, eat a lot of candy, go bare foot, lie in the hammock and swing as high as the trees.

FIRST BOY *(scornfully)*:

"How do you like to go up in the swing? Up in the air so blue?"

Oh, I do think it the loveliest thing *(sarcastically)*

That ever a child can do!"

FRANCES: Oh, don't remind a seventh grader of first grade memories!

FIRST GIRL: Well, it shows his lessons, like vaccination, took, anyway!

SECOND BOY: Oh, Frances, you're going to do just as I am all summer, just be lazy and have a good time.

THIRD BOY: Just lazy and good for nothing, you mean!

SECOND BOY: You are kind of superior. What are you going to do?

THIRD BOY *(enthusiastically)*: Get a job!

FRANCES *(giggling)*: I won't get a job and no job will get me, I promise!

FIRST BOY: Well, every one to his taste!

FIRST GIRL: Speaking of taste, look at Robert's new hat. *(Calls out)* Hello, Robert, we knew you were coming. We heard the band on your hat.

(Robert approaches the group rather grouchily as he evidently does not approve of the remark about his hat.)

ROBERT: Hello, every one!

SECOND BOY: Don't be so cranky. Your new hat must have gone to your head.

(All the boys and girls laugh.)

FRANCES: Now that school is out, you're getting smart, aren't you?

(Boys and girls laugh again.)

FRANCES: I'm going home to begin my lazy vacation. I'm going to begin by eating olives, and chocolate cake and candy for supper.

(The girls all go with Frances.)

FIRST BOY: Lots of good education does for Frances! Just think of the lessons in hygiene we've had this year! When I see the way some children behave, I make up my mind that I will

make my education "take," as one of the girls said a few minutes ago.—Well, I'd better hurry, I think my Dad wants me to help in the garden this evening.

ROBERT: We are going your way. Come on, fellows!

(Boys walk off stage whistling "What'll I Do?" or some other popular song.)

(Curtain)

SCENE II.

TIME—That night.

PLACE—Frances' bedroom.

PROPERTIES—Bed, blankets, sheets, pillows, straight chair, dresser, rug, duster, broom, oil mop, pots and pans, dish mop, dish pan, dishes, knives, forks, spoons, napkins, hoe, rake, trowel, market basket, hand-bag, baby, or doll may be used for baby, books, bowl of water, cat, dog or some pet, bicycle, thimble, needle, thread, scissors, some cloth on which to sew, work box, tennis racquet, tennis ball, several newspapers, matches, waste paper.

CHARACTERS:

Frances.

Tidy the House Fairy.

Help with the Cooking Fairy.

Help Wash Dishes Fairy.

Learn to Set the Table Fairy.

Help in the Garden Brownie.

Help with the Shopping Fairy.

Care of the Baby Fairy.

Read a Good Book Fairy.

Care of Pets Brownie.

Run Errands Brownie.

Learn to Sew Fairy.

Fair Play Brownie.

Care of the Forest Brownie.

Get a Job Brownie.

(Scene opens showing Frances asleep in bed. She turns uneasily.)

FRANCES (muttering restlessly): I wish I'd eaten the soup and vegetables that Mother wanted me to eat. I feel so queer. (Turns over in bed and fall asleep again. A gentle rap is heard at the door. The door is quietly opened. Enter Tidy the House Fairy. She is dressed neatly and wears an apron. She carries a duster, broom and oil mop. She goes to the bed and speaks to the sleeping Frances.)

TIDY THE HOUSE FAIRY:

I am the Fairy Tidy the House.
Here are my broom and my duster;
Here is my apron, this is my mop—
A good rubbing will give the floor luster!

Now children may work,
And children may play,
But attention to each
Makes the best spent day.

(Walks to head of bed and waits for others who are coming.)

HELP WITH THE COOKING FAIRY (tiptoes in and stands by bed where the other fairy stood):

Now here I am with pots and pans
In which to cook or bake or boil,
I carefully prepare each food
And nothing do I waste or spoil.
I study how to do my best—
Good cooking surely is an art
For it takes time and patience, too,
For a good cook to do her part!

(Goes and stands beside the first fairy, as each fairy does until all have appeared.)

HELP WASH THE DISHES FAIRY (enters, wearing apron and carrying dish mop and dish pan. Goes to Frances' bed and standing there says):

Oh, I'm a working fairy,
All the dishes well I scour
With water, soap and dish mop;
It takes me not an hour!
I scrape and wash and rinse and dry
And carefully put away—
Each dish gets my attention
Three times every day.

LEARN TO SET THE TABLE FAIRY (enters wearing maid's cap and apron and carrying some knives, spoons, napkins and dishes):

Here I am—my arms are full—
I'm necessary as can be,
No house can be well-kept unless
A table is set daintily.
There's a place for all the silver,
There's a place for every dish;
To have a dining room look pretty
Is every housewife's earnest wish.

HELP IN THE GARDEN BROWNIE (enters wearing brown coveralls and peaked brown cap with tassel. Carries hoe, rake and trowel):

HELP IN THE GARDEN BROWNIE:

Summer is garden growing time,
The grass is green and flowers bloom,
But weeds will choke the growing plants,
So dig them up—and thus make room!
Oh, dig and rake and hoe and work
Each day throughout the passing weeks,
And you will find that roses bloom
On vine and bush and in your cheeks!

(The next fairy to enter, carrying a market basket and hand bag, is)—

HELP WITH THE SHOPPING FAIRY:

All girls should learn just how to shop;
This means in choice and price of food—
No girl can keep a house unless
She buys with care things that are good,
So take your cash and visit stores,
And butchers, grocers, clerks you'll see;
Consult and price and choose and buy—
A seasoned shopper soon you'll be!

(Enter Care of the Baby Fairy. She tiptoes quietly in carrying a baby or doll.)

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Go for a walk with the baby,
Help it to play and to creep,
Show it the garden and books and toys
And softly sing it to sleep.

(Enter Read a Good Book Fairy carrying a pile of books in her arms):

READ A GOOD BOOK FAIRY:

Books are meant to teach us,
To entertain us, too,
We cannot own all books we wish,
But we can own a few.
So read good books—
Vacation time is just the time to read,
Adventure, history, fairy tales,
And of many a noble deed.

(Enter Care of Pets Brownie. He is dressed in brown coveralls and wears a jaunty cap. He is carrying a bowl of food or water, and is followed by some pets, dog or cat or both):

I am the Brownie that loves all pets,
Pigeon or cat or dog or horse—
I water them, feed them, give them care,
I take it all as a matter of course!
I comb them, brush them, make them my friends,
They are good companions and a real help, too,
Be kind to animals and give them care
Is my vacation advice to you.

(Enter Run Errands Brownie with his bicycle.)

RUN ERRANDS BROWNIE:

I'm a rough and ready fellow,
Run on errands, letters mail—
Ask of me a job to do,
And you'll find I never fail!

(Enter the Learn to Sew Fairy. She wears a neat little apron, carries a work box and her sewing materials.)

LEARN TO SEW FAIRY:

Girls should make their aprons,
Girls should mend their clothes,
Girls should darn the stockings—
The holes in heels and toes.
You may not like the sewing,
But with me you must agree,
That it may prove a useful art—
Just learn, and you will see!

(Enter the Fair Play Brownie. He is dressed in sport clothes, white trousers, sweater and Brownie cap, and carries a tennis racquet and ball.)

FAIR PLAY BROWNIE:

"Play fair" should be your watch word,
"Play fair" should be your rule,
In every game you play each day
At home or at the school.
Play fair while you are children—
If you'd play fair when you're old,
For now's the time to train yourself
If you your life would mould.
So if the game is tennis,
Or checkers or basket ball,
In play, in life, be sure that you
Play fair in each and all!

(Enter Care of the Forest Brownie. He is dressed in green and wears a

jaunty green cap. He is joyous and bright.)

CARE OF THE FOREST BROWNIE:

Oh ho, with our camping outfit
To the cool, green forest we go!
For summer has come,
'Tis time for fun—
We'll fish and hike and row.

Oh ho, we'll take care in the forests,
Of the fires, and clean camping ground—
For summer has come,
'Tis time for fun—
In health we'll grow quite sound!

Oh ho for the holiday spirit!
Oh hurrah for the life that is free,
For summer has come,
'Tis time for fun—
Vacation this will be!
(Enter the Get a Job Brownie. He is an earnest little fellow, all dressed in brown and he speaks very seriously.)

GET A JOB BROWNIE:

Get a job—if you can—
'Tis fun to get a job and learn
Business ways like business folk—
And save the money that you earn.
Find the work you like best.
Aim high and study hard,
You will find that honest work
Brings happiness as one reward.

(All the Brownies and Fairies circle around the bed and repeat together):
ALL:

Every one needs vacation—
Every one must play.
But every one must do some work
To help and earn his way.
We owe duty to each other,
We owe duty to ourselves,
So cheerfully work and play each day—
Is the message from these elves!

(Curtain)

SCENE III.

TIME—The next day.

PLACE—Same as Scene I.

CHARACTERS—Same as Scene I.

As curtain goes up Frances is seen hurrying across the stage. She meets Robert, who is going in the opposite direction.

FRANCES: Hello, Robert!

ROBERT: Hello, Frances — but don't stop me!

FRANCES: I'm not likely to! I'm in a hurry myself. My aunt said if I'd pick flowers in her garden and fill the vases for her, she'd pay me ten cents a day!

ROBERT: Really? I'm just on my way to my Dad's office. He said he would give me a job as errand boy this summer.—Oh, here come all the girls and boys.

(Enter boys and girls of Scene I.)

FIRST BOY: We all seem in a hurry! I'm going to deliver newspapers

and I'm due at the newspaper office in ten minutes!

SECOND BOY: I'm going to mow the neighbors' lawns and save my money for a radio and I'm going to save some so that I can go to college.

FIRST GIRL (laughing): We've all changed our minds since yesterday—now we are all going out to work instead of spending the lazy vacations we had planned!

FRANCES: You must have all had the experience that I had last night when the work-a-day fairies and brownies came to see me!

FIRST GIRL: What do you mean, Frances? I'm going to work because I've already found that when I'm lazy I don't feel well and I eat all the time and I get cross and no one wants me around. It didn't take any fairy to tell me that.

(All the children laugh.)

THIRD BOY: We can all say the same thing, I guess. I have found that true in the twenty-four hours of vacation—which so far I've not enjoyed.

ROBERT: I have to hurry now.

FRANCES: Yes, on with the jobs! We'll compare notes next time we meet.

FIRST BOY: We cheered the Roosevelt school and our teacher the last day of school—now let's cheer Vacation and Work!

ALL:

"Rah! Rah! Rah!
Vacation!
Rah! Rah! Rah!"

"Rah! Rah! Rah!
A JOB!
Rah! Rah! Rah!"

SECOND BOY: Well, it didn't take you girls long to decide to go to work like the boys!

FRANCES (laughing): This may sound strange—but olives, chocolate cake and candy for supper can make a good deal of difference in a person's life!

ROBERT: You certainly are mysterious today, Frances. Goodby, everyone!

Chorus of goodbys.

(Curtain)

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A Symposium on Vacation



WILL C. WOOD,
Superintendent of Public Instruction:

Vacation! We have all looked forward to vacation from our earliest school days to the busy years of adulthood. How we longed for vacation to come in our childhood days, not so much because we desired relief from school as that we wanted a change from the ordinary routine of life. The longer I live the more impressed I am with the fact that adults retain many of the characteristics of childhood. The line between a child and a man is not so great after all.

School is closing and the teachers as well as the pupils are looking forward to vacation time. My counsel is that they lay aside all thought of school; that they forget entirely the tasks of the year and give themselves up to recreation and to mental and spiritual improvement. A few weeks spent in an entirely different atmosphere will enable both teachers and pupils to come back to their tasks with renewed interest and greater zest. Ho, for vacation land!

W. J. SAVAGE,
Superintendent of Colma and Daly City Schools:

To all boys and girls and to teachers in whom the spirit of youth survives, vacation is the period to which they look forward with sweet dreams sure to be realized.

Let every teacher see to it that no task is laid upon any child for those weeks of freedom and it may not be amiss to emphasize that every teacher keep herself free, too.

Make vacation, for all, a time for other thoughts than those connected with the school room.

The ideal place to spend it is down on the farm, where both children and teachers may get close to mother nature, gathering wild flowers, climbing hills, fishing in the brooks, hunting birds' nests, riding horses, watching and helping the men at work, gathering the eggs, milking the cows, and even feeding the hogs.

Possibly, there will be a trip to the beach, the ocean side, or an expedition for wild blackberries or strawberries, but beware of the yellow jackets, for they sting, if molested!

Without doubt there will be a country picnic and you must be there to play the games, to run races, to dance and enjoy with keen appetite the contents of baskets spread out in the shade of the trees.

Such is the way the boys and girls and the teachers imagine, but may be it can not be so pleasant, on account of unfortunate circumstances.

Sickness may afflict the father or mother or there may be a lack of income, then the noble, unselfish way to spend your vacation is to help all you can, without a frown or a word of complaint, believing that God will reward you in due time for your self-denial.

A. A. BRIERLY,
Superintendent of Inyo County Schools:

My ideas in regard to vacation in the few words allowed me may be expressed as follows: Without deprecating at all the service rendered by the summer schools (though it is a mystery to me how so many teachers are able to complete a course in school and still know so little of the mat-

ters of greatest moment to them individually). I believe it to be a fine thing once in a while, say every once in three or four years, for a teacher to secure a position, or a real plain job will do, in some other line of work during vacation.

By so doing her vision is broadened, her contact with life as it is, is not lost; she returns to school with an ability to face the problems of instruction with a viewpoint derived from an intimate association with practical affairs. She can more truly be a citizen of the community and a leading factor in community affairs.

As for the children, they will learn soon enough that, "Life is real, life is earnest," and their vacations should be as free and as happy as we can make them. In a county such as ours, with the majestic mountains at our very door-yards, and with their streams and lakes, the matter of keeping the little folks happy and contented is an easy one.

ADA YORK,
County Superintendent of Schools, San Diego:

Considering vacations from the point of view of a school teacher, I wish to emphasize the real purpose of vacations, which is a rest from one's regular duties.

Teachers who hurry from their classroom to the college halls for summer sessions are not resting. They are using their mental energy along lines almost the same as during their year of teaching.

During at least a part of their summer, teachers should forget the classroom, eschew books and lectures, and simply be indolent in the original sense of the term. We Americans have lost—perhaps we have never had—the fine art of indolence.

In vacation we should forget all the difficulties of our daily life. A good way to do this is to spend our vacation far from accustomed field of labor, enjoy the herbage in pastures new. Especially do we teachers need an annual play time when "joy is unconfined."

C. L. GEER,
District Superintendent, Coalinga:

Vacation — sanity and calm-renewing, yet with strange inconsistencies; picnic

lunch, python proficiency; first seashore day, howling sunburn; steep hill-hikes, muscle fag; fishing, just fishing; mushroom crop of home chores; work on place or ranch with so much of effort and so little of result; summer school, doubtful deviation from vacation; home folks in city and country, busy do-nothing days. Boys and girls are absorbing the school year experiences into flesh and spirit. Teachers are understanding, busy resting, and beginning again. Pupil and teacher yearn for the coming of vacation and long for its close.

CHARLES E. TEACH,
Superintendent Bakersfield City Schools:

All the world loves a vacation. Continuous service of any kind, without interruption, narrows one and finally becomes monotonous. A vacation means a change of activity, a re-direction of energy and should not mean idleness. There's a banker in our city whose business is banking, and he is a top-notch in the banking business, but his vacation calls him to the far away Northland, beyond the Arctic Circle, where his energies are directed toward big game hunting.

For teachers, teaching is a vocation or profession and actually becomes a business, taxing certain energies. I have a teacher who will soon be on her way to London, Paris, Rome, Constantinople and then home again to business. That's to be her vacation. It will be a change in the use of her energy.

All vacations should be uplifting in mind, body and soul. The crime of vacations rests in the surrender by some, of ideals that every person should cherish. Whenever the vacation shall be taken, in college, travel, or in work, it should bring you back to your business better equipped.

A change in the direction of energy is good for one—may you find that benefit which the great wide universe beyond the school world offers, with a joyous vacation to all. If you would know how to get the most out of a vacation, study deeply the writings of the great modern apostles of the mountains, sea and stream, Roosevelt, Van Dyke and Quayle, who have helped mightily in calling the attention of the whole world to the best way for re-directing energy.

J. D. SWEENEY,
Superintendent of Schools, Red Bluff, Calif.:

"Absence of occupation is not rest." So wrote the poet. Merely doing nothing, then, is not a real vacation. This despite the etymology of the word itself. "The act of leaving empty" should not apply to what we mean by the term.

What should a teacher do for a vacation? That is hard to say. If he or she can afford to do so, travel. Get a change of scenery. Obtain a different view of life. Leave school cares and worries behind the closed school door when you turn the key, but do something worth while.

Go to summer school? Yes, if you feel able both mentally and physically. No, if conditions call for an entirely different type of rest. If you do go to summer school, take at least one subject which in no way directly bears upon your regular school work. Do not study—too hard. Visit some. Spend a day by the sea now and then.

Read? Yes. But as a rule read some-

(Continued on page 7, column 3)

DO A "GOOD TURN" FOR YOUR FORESTS

By "Ranger Bill" of the United States Forest Service

(Editor's note:—"Ranger Bill" in real life is Wallace I. Hutchinson, Assistant District Forester. The following article consists of excerpts from "Ranger Bill's" talk during Forest Week, on KGO, General Electric Co. It is especially apropos now that vacation time is coming and many of us will spend some time in the forests.)

Every week in the year should be an American Forest Week with those who are interested in the preservation of our forests—and that should mean every person—man, woman and child in this country, for the problem is national.

The keynote of American Forest Week all over the country is "Grow Trees." Out here in the West where we have more than half of all the virgin forests that are left in the United States, growing trees means largely preventing forest fires, keeping fire out of the timber, out of brush fields and young growth that will make the forests of tomorrow. If we can do that and give Nature a chance, we'll be doing well.

Two years ago, right here in California, a thoughtless man dropped a lighted match in the forest and it took thirty days and \$300,000 to put the fire out. Just remember this when you're on a vacation next summer; a lighted match or cigarette may be down, but not out—until you step on it.

There were 92,000 forest fires in 1924 in the United States, and they burned over 29 million acres—an area as big as the state of Pennsylvania, and did almost 40 million dollars damage. And would you believe it

—over 90 per cent of all the fires were caused by human carelessness!

But fire isn't the whole forestry problem in the West. There are our cut-over lands, millions of acres of them, logged and burned and for the most part just waste areas producing little or nothing when they should be growing timber for the future use of our people. Some of this land is slowly coming back to trees but a lot of it will have to be planted before it will ever amount to anything. The big thing is to keep fires off such land and give the trees a chance. Then the lumberman must chip in on the game, too, and leave some good healthy seed trees, when he logs the virgin forest, and not destroy all the young growth on the ground, and what's most important of all—keep fires out.

Those are just a few of the things that should be done to help solve the forestry problem. "But what can I do?" you say. I'll tell you. Every one of you can talk over this forestry business with your friends and neighbors and impress them with the need for always being careful with fire, no matter where they may be. If you're a business man, you can pass out a word of fire warning to your employes before they start off on their summer vacation. If you're a member of a commercial or public service organization or club, and that includes women, too, you can arrange for some one to present this subject at one of your regular meetings and see if you can't work out a local plan of action. The theater manager can run slides car-

rying fire slogans, during the dangerous fire season. School children can get their teachers to tell them about our forests and how they can help protect them. The newspaper man can put this subject before his readers by timely editorials and cartoons. There isn't a one of you who can't find something worth while to do.

So, here's your chance, if you're a real friend of the forest, to do a "good turn." And after you've done it, drop a line to Ranger Bill at KGO, and tell him about it.

A SYMPOSIUM ON VACATION

(Continued from page 6, Column 3)

thing other than professional books if you are off in the hills or down by the ocean. Find a good story by a good writer and enjoy it. Or read some favorite poetry or history. Then after your vacation is over, whatever you have done, return determined to give something to your school which you have received during the glorious days in the open under the canopy of God's heaven.

Miss Jasmine Brittan, the well known and efficient librarian, city school library, Los Angeles, contributed a special article to the May issue of the Sierra Educational News, on the fiftieth anniversary of the American Library Association, which will be held at Philadelphia October 6, in connection with the Sesquicentennial.

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State Teachers College of San Diego

Summer Session of 1926

(The summer temperature in San Diego averages less than 70 degrees F.)

Term I— June 28, to August 6,—6 weeks

Term II—August 9, to August 31.—4 weeks

Program for Term I:

Ten (10) courses in administration and supervision.

Eleven (11) courses in elementary and junior high school education.

Twelve (12) courses in special subjects—as physical education, music, art.

Eighteen (18) collegiate courses in literature, history, psychology, geography,

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Demonstrations: Open to all teachers in attendance, in a free period:—

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Elementary: Sixth grade projects.

Rural school: Desirable procedure.

Program for Term II:

Period I 8:05-9:20—The state course in Education for Citizenship.

Period II 9:25-10:40—The state course in the Constitution.

Period III 10:45-12:00—The state course in Public Education in California.

Period IV 1:15-2:30—Principles of Elementary Education.

N. B.—(1) For efficient (not too large class groups), enrollment in Term I limited to 650; in Term II to 150.

(2) Classes begin at 8:00 a. m., close at 2:00 p. m., in Term I.

(3) A program of recreation, including lectures, excursions, and field and water sports.

Fees: Term I—Registration \$10.00; student lecture fund \$2.50

Term II—Registration 5.00; student lecture fund 1.50

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A CONSERVATION FLOWER SHOW*

LEILA FRANCE

(This entertainment is for lower elementary grade children. The children may be dressed to represent the wild flowers mentioned. The costumes may be made of crepe paper over an underslip. The skirts must be full and cut like the petals of flowers. Green petals hang from the waist on each costume but waist itself of each is the prevailing color of flower.)

CHARACTERS: All main characters carry wands to match costume, and all are accompanied by groups of small children dressed likewise, but not carrying wands.

CONSERVATION FAIRY—dressed in green crepe costume with a cockade of many colors. Carries a forest green wand.

BABY BLUE EYES—wears light blue crepe dress and hat and carries blue wand. Accompanied by small children wearing same style of dress but not carrying wand.

POPPY—dressed in bright orange-yellow costume.

LUPINE—dark blue or purple crepe costume.

JOHNNY-JUMP-UP—wears light yellow dress.

INDIAN PAINT BRUSH—(should be boy) costume of red and green, cockade effect of red like a feather duster.

WILD SUNFLOWER—dark green dress, yellow sash, a halo of yellow petals around the face pasted on circles of pasteboard.

CONSERVATION FAIRY—(Dances onto stage waves wand and sings:)

"We'll sing of the flowers and blossoms of spring,
Of California wild flowers we'll sing—
The lupine, the paint brush, the baby blue eyes,
The bright golden poppy, so dearly we prize."[†]

(Conservation Fairy stands to one side of stage, in front and watches other flowers as they appear and sing their songs. As each group completes its song, the children stand to one side, making room for the next group, but the leading character always stands in the most conspicuous place.)

BABY BLUE EYES: (skips lightly on stage followed by other children):

*These songs with music may be obtained by writing to the composer, Leila France, 70 Santa Monica Way, San Francisco. The book, "California Wild Flower Songs," a collection of fourteen songs for children, sells for \$1.00. Conservation song, price \$.25. "California Wild Flower Songs" may also be obtained from the Harr Wagner Publishing Company, 149 New Montgomery street, San Francisco.

"A patch of blue
In a field of green
And the daintiest flowers
That ever were seen.
They are blue, as blue
As the clear blue skies,
And we call them
The 'Baby Blue Eyes.'"

POPPY (Enters with followers in flaunting, saucy dance):

"Poppies golden poppies,
Gleaming in the sun,
Closing up at evening
When the day is done.
Pride of California,
Flower of our state,
Growing from the mountains
To the Golden Gate.

"Flower of the hillside,
Flower of the plain,
Flower of the sunshine,
Flower of the rain.
California's children,
Be they far or near,
Love the golden poppy
Of our state so dear."

LUPINE (Enters with followers in dignified manner):

"When the poppy goes away,
Then the Lupine comes to stay;
Lupines yellow, purple, blue,
Lasting all the summer through.

"Lupines growing by the sea,
Are as yellow as can be;
Lupines, yellow, purple, blue,
Lasting all the summer through."

JOHNNY-JUMP-UP (Enters with followers all jumping gayly up and down):

"Little Johnny-Jump-Up,
Jump up, jump up,
Little Johnny-Jump-Up,
Where did you get your name?
If you were called a pansy,
We'd love you just the same,
But we like to call you Johnny,
Johnny-Jump-Up."

INDIAN PAINT BRUSH (Enters proudly and sedately but with rhythmic grace):

"Paint Brush, Paint Brush, Indian Paint
Brush,
Do the Indians paint with you?
'Children, children, I'm not certain,
But I almost think they do.'

"When an Indian goes to battle,
So I've often heard it said,
He takes up an Indian Paint Brush
Paints his face in streaks of red."

WILD SUNFLOWER (Enters brightly and gayly trips into place):

"Down in the sunny land,
Down through the orange land,
Bright golden sunflowers brighten the way.
When all the hills are brown
And the other flowers are gone,
Then the bright sunflower comes with the
hay."

[†]This is first verse "Spring Blossoms Conservation" song, by Leila France.

(Children all group themselves together, join hands and sing the chorus and the last verse of the Spring Blossom Conservation song):

Chorus

"We will conserve them and gather with care
And then with our wild flowers no state
can compare.

The plants and the bushes we should not
destroy,
But save and preserve them, that all may
enjoy.

"The flowers by the roadside, the blue and
the red,
The wonderful carpet that Nature has
spread,
The berries that grow on the hillside to-
day—
In just a few years will have all gone
away."

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friends of San Francisco Council "Caseys," on the order's "National Parks Tour," June 20 to July 7, inclusive. From two to four days will be spent in each of the three national parks, and stops will also be made at the Grand Canyon and Colorado Rockies en route east; and in Portland and Tacoma on the return trip, the party getting back into this city the night of Wednesday, July 7.

John L. Flynn is chairman of the outing committee, assisted by J. C. O'Connor, Jr., and Ed. F. Jones. Headquarters have been established by the committee at 601 Market street.

O. O. C. (Once Over Committee). The O. O. C. is composed of one class room teacher, one school administrator, a member of our editorial staff, a librarian, a club member, a grammar school pupil and a high school student. They will review and give opinions of books received by this Journal. Minutes. Motion made and carried that we publish our impression of "WE AND OUR GOVERNMENT," by Jenks & Smith. It contains the main facts of the fundamental principles of the government of the United States. It is recommended for use particularly in citizenship and Americanization classes to supplement the study of history and for citizens having a desire to keep well informed on the principles and policies of our government as they are at present. The organization of the material in the book is unique in that columns of pictures paralleled columns of text. The high school student of our committee said, "This book is keen, you can get the story by reading the pictures. Look on page 126, that shows how the President keeps in touch with all the people. See, he is talking to the cowboys out West and in the next picture he is addressing a multitude in a great city and in this one it shows him with a few farmers." On the editorial board there were Albert Bushnell Hart, professor of government in Harvard University; Hon. Ben B. Lindsey, judge of the Juvenile Court of Denver, and Hon. Will C. Wood, superintendent of public instruction of California. (American Viewpoint Society. Harr Wagner Publishing Company, 149 New Montgomery street, San Francisco, Calif.)

Six hundred dollars a year, payable fifty dollars per month, is the most recent gift to the Pomona college library. The gift was made by a member of the Pomona College board of trustees and will be continued for twelve months.

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SAN FRANCISCO

Dr. D. C. Williamson, noted traveler and lecturer, addressed the members of San Francisco Council No. 615, Knights of Columbus, at their regular semi-monthly meeting last Tuesday night, May 18, on the "Wonders of America's National Parks." The lecture was accompanied by the projection of illustrated slides and motion pictures of Yellowstone, Rainier and Glacier National Parks. These garden spots are to be visited by the members and

THE HIGH SCHOOL PRINCIPALS'
CONVENTION HELD AT PASA-
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Commissioner A. C. Olney called the convention for the above dates to meet at the Hotel Huntington, beginning Monday afternoon at two o'clock, April 19. Mr. Olney arranged a very excellent program that had to do with the actual work of the secondary schools, including the junior high school, the senior high school and the junior college.

The addresses of welcome by John F. West and William T. Ewing were received with applause and appreciation. George C. Barton of Covelo in his reply expressed the appreciation of the principals for the kindly greeting of Mr. West and Mr. Ewing with quaint and humorous touches about his environment in Covelo, Mendocino county.

The greetings of Hon. Florence J. O'Brien, vice-president of the State Board of Education, was a well delivered and thoughtful address in reference to the work of the State Board of Education and its attitude towards the public schools of the state. Mr. O'Brien was in good voice and discussed the problems of the state board in a way that won the appreciation and good will of the principals assembled.

On Monday evening, April 19, Hon. Stanley B. Wilson of Los Angeles delivered one of his characteristic and eloquent addresses on "The Intellectual Locarno." Mr. Wilson was in fine form and spoke with patriotic fervor of his interpretation of modern development along the lines of the radio, the automobile, the aeroplane, etc., and their application to our intellectual activities and our patriotic interpretation in our relationships with men. There is no one in the West who has Mr. Wilson's ability and aptness in the quoting of poetry and of delivering well rendered sentences with a patriotic appeal for better and greater service.

Mr. Wilson's address was followed by a motion picture, "The Making of a Book," by Seldon C. Smith, the Pacific Coast representative of Ginn & Company. This excellent film interested the principals in that it went into detail in the making of books from ancient times to the most modern plant. Mr. Smith's introduction was unique and gave a new viewpoint in reference to the relationship between the commercial activities and the professional activities of our citizenship towards the public schools. He placed special emphasis upon the fact that many of the men and women who made school desks, school books, chalk or anything that was used by children in the schools felt that they were of service because they were cooperating in their labor along with the service of the teacher that which was useful and that it was a part, no matter how small, of the great educational system of America.

Commissioner A. C. Olney's annual address was delivered on Tuesday morning, April 20. Like all of his work, it was of high standard; showed clear thinking and touched many phases of his leadership as commissioner of secondary schools.

Dr. W. F. Dexter, president of Whittier College, also delivered the morning address that was outstanding, upon the subject of "Character Training."

On Thursday, April 22, at 9:15 a. m.,

Hon. Will C. Wood spoke on the subject of "Reconstructed Ideals," in which he quoted from the first address that he made to the High School Principals' convention at Fresno, ten or twelve years ago. Mr. Wood never spoke with more grace or feeling than he did on this occasion. He showed how many of the ideals that he held when he first entered upon the work as state administrator of schools had been realized and the comparison of the high schools in point of number and efficiency of today as compared with ten or twelve years ago showed remarkable progress. In closing, his talk became a classic in point of poetic illustration and interpretation, in which he used roses in bud and blossom in comparison with his ideals.

Space will not permit us to speak of the many interesting discussions that were given along the line of high school work. C. L. Geer was chairman of the committee on resolutions; W. T. Helms was chairman of the committee on junior high school legislation; R. B. Leland was chairman of the committee on forms and records. F. H. Boren was in charge of the Stanford University dinner and Dr. W. W. Kemp in charge of the University of California dinner.

There were upwards of 600 people present at the convention and they enjoyed the beautiful environment of the Hotel Huntington. The social contact was of unusual interest on account of the delegates being in one building during the week.

Notes

The lobby was especially interesting. Mrs. Cheney of the Placement Bureau of University of California, Mrs. E. B. Snell of Stanford University, E. C. Boynton of the Boynton Teachers' Agency, Mr. Coddington and Mr. Smith of the Coddington Agency, and Mr. Roberts of the McNeil Teachers' Agency were among those who furnished an excellent personnel for the spacious lobby.

Dr. E. C. Moore, Mamie Lang (commissioner of elementary schools), Herbert F. Clark, Caroline Swope, Edgar C. Boughn, Vaughn MacCaughy, Arthur Chamberlain, Horace Rebok were among those who contributed an educational contact that was not in the formal program.

The Bookman, in the dining room, in the lecture halls, on the baseball grounds, in the lobby, in the dancing pavilion, underneath some arbor and by the perfume of the rose bushes, gave color, personality, distinction, and sometimes even brilliancy to the environment. Among those present were, Selden C. Smith, J. W. Linscott, F. A. Rice, Mr. Burrill, of Ginn & Company; Mr. Jones and Mr. Graves, of World Book Company; John Osborne and Mr. Covell, of Silver, Burdett and Company; Leroy Armstrong, of American Book Company; R. P. Works, Mr. Beers and A. A. Belford, of Rand, McNally Company; Mr. Loomis, Houghton, Mifflin Company; Mr. Harvey, D. C. Heath & Company; Dick Laidlaw, Laidlaw Brothers; Sam Bevis and Mr. Baker, Scribners; Thos. Horn, Merrill & Company; C. W. Roadman, Sanborn & Co.; Mrs. Raymond and Miss Adams, Gregg Company; A. B. Zu Tavern, Southwest Company; Chas. W. Scott, Scott, Forsman

& Co.; Mr. Hamilton, Allyn & Bacon; Harr Wagner, editor Western Journal of Education, and Miss Wagner, representing Harr Wagner, Blakiston and Putnam companies; Teddy Morehouse and Mr. Beers, representing Macmillan Company; W. C. Harper, representing Winston; Reba Bright, representing Wentworth & Co., Library Bureau; and Mr. Spencer, the Spencer Company, on laboratory furniture and equipment.

Dr. E. C. Moore, president of the University of California Southern Branch, Los Angeles, has just completed a new book from the press of Houghton Mifflin & Co., entitled Thomas Davidson's "Education as a World Builder." Dr. Moore a few years ago edited "Socrates," by Thomas Starr King, published by Harr Wagner Publishing Company. These books are Dr. Moore's contribution of wonderful material to permanent literature.

Dorothy Wagner, who contributed the art work to the Modern School Readers and other publications of the Harr Wagner Publishing Company, is offering a six weeks' course in stage craft, commencing May 17, 1926. Her studio is 1367 Post street, San Francisco, Calif.

The City Board of Education of San Diego has elected Mr. Roberts, assistant superintendent of Cincinnati schools, as superintendent of the San Diego schools. Superintendent H. C. Johnson retires with the good will of the teachers and citizens of San Diego. His retirement is due to local conditions that have little to do with the progressive policies and educational standards maintained by Mr. Johnson. His work as an administrator has been a great success.

William John Cooper of Fresno has published an interesting article in the June issue of the Sierra Educational News in which he discusses in detail the Modern School Readers by Ruth Thompson and H. B. Wilson, and published by Harr Wagner Publishing Company, and The Pathway to Reading Series, by Hosis, Coleman & Uhl. Teachers of primary reading will be especially interested in the careful study that Superintendent Cooper has made of the subject.

The California Teachers' Association is arranging for a special train to take more than one hundred and fifty delegates to attend the N. E. A. at Philadelphia June 27 to July 22. Mary Mooney, Marjorie Stewart and Alice Rose Power are among the well known delegates from San Francisco, California.

Madeline Veverka, supervisor of primary grades and kindergarten in Los Angeles, has arranged to spend her vacation in travel abroad. She will visit Prague and other cities where there is special interest in primary education.

E. G. Gridley, the energetic secretary of the C. T. A., Bay Section, in connection with Dorothy Farrell, is making the classroom teacher department an important part of the association.

RELATIVITY AND EDUCATION

By Cora L. Williams

The worth of any great discovery comes largely from the light that it throws on other fields of thought. It was so with Darwin's discovery. It will be so with Einstein's. The concept of relativity, like that of evolution, has great significance for all our thinking. Absolute standards of thought and conduct are fast breaking down. The continuance of our social order depends upon our finding a human principle of relativity.

All our interests and activities unite to show that the trend of human development today is toward great and greater co-operation. We are living our lives as never before in the group. Where a short time since we were related to one another as individuals, we now have our relationships largely through organizations and clubs. Everywhere the law of psychic gravitation is drawing us together. Obviously these larger contacts require larger powers, deeper insights than were needed for individual functioning—a fact to which we have not awakened. We are trying to make a one-mind power do the work of a multiple-mind power. It is not surprising that many of our problems remain unsolved.

If we would raise our thought power to a degree sufficient to cope with the great physical and psychical forces that we have set into operation, we must learn to think together. That does not mean that we have all to think alike; quite the contrary. For effective group thinking each one must have something unique to contribute, and out of those diverse elements the new is created. But there is the rub! Most of our efforts at group thinking are dismal failures for the reason that we do not believe that something better will come, and so attempt to make the group think our way. First, then, we must have faith that the group has the power to produce a genuine collective thought and, having that faith, we shall soon discover that a new thing has been created.

Professor Dewey tells us with much enthusiasm that we are about to experience the greatest adventure that the human mind has had since the discovery of science three centuries ago. This change of mentality is due he says, to the new ideas introduced by the doctrine of relativity.

It is, indeed, "news" to hear that what we had supposed to be the last word in mechanism, i. e., the theory of relativity, is disclosing all reality to be organic. Think of it! Even the atom has a life-history, a purpose and a goal!

Does this mean that science has repudiated mechanism? Not at all. The triumphs of mechanical science still stand—the marvels that they are. But mechanism is no longer the whole story, only the three-dimensional spatial aspect of it. As Einstein has shown that we must have four dimensions in order to account for the universe, so we must have four dimensions to rightly treat of life and its problems.

It is not going to be easy, Professor Dewey warns us, to make the change demanded by the new science. We have not only to learn new terms; we have to give new meanings to old ones. Time, space, organism, configuration, structure, pattern, all require re-interpretation. And what is more, we have to approach the new ideas through a complex mathematical medium. Altogether it is a superhuman task this new science is setting us! But once we discover the principle of human relativity, we shall not have to meet the problems of life single-minded any more than we now have to meet them single-handed. We shall be able to raise our thought to any power that we choose by thinking together.

There is a new art in the world, the art of thought integration. To be sure we know very little as yet of its technique, but we are learning as we meet together increasingly in groups and clubs. The reason that science has progressed so far ahead of the other branches of knowledge is because it has got hold of the trick. Its least discovery is quickly integrated into the mass of scientific knowledge and at once set to functioning for the advancement of the whole; whereas, sociology and education hold to theories and personal opinion, and make little advancement.

A new world awaits us—a four-dimensional space-time world. We have only to become co-conscious with one another in organic unions to understand its larger truths, experience its "changing intellectual climate."

The road to this New Universe is what Walt Whitman called an "Open Road." Do you not hear him cry, "Allons! Whoever you are, come travel with me! Traveling with me you will find what never tires." Let us join him and the Great Companions. An infinity of universes is before us. The length and breadth are ours, and the height and depth.

J. W. Searson, professor of English, University of Nebraska and editor of the publications of the University Publishing Company, made a tour of the Pacific Coast States.

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AN INVITATION

Teachers, if you want to get a new viewpoint, there is certainly one to be gained if you accept the invitation of the California Camera Club. They have made arrangements for three delightful long distance outings this year for the benefit of members and friends. The first trip is to the Feather River region, June 18 to June 27. The destination is really a vacation playground with boundless opportunities for rest, recreation and pleasure. It abounds in streams, lakes, mountains, forests, where one can fish, swim, hike or row upon the placid surface of the lakes.

Beginning June 24 until July 4, the club will visit the Yellowstone National Park. The committee have planned so that there is ample time to see this wonderland in a pleasurable and natural way. There are overnight stops at Old Faithful Camp, Yellowstone Lake, Yellowstone Grand Canyon, and Mammoth Hot Springs, with an extra day at both Old Faithful Camp and the Grand Canyon and Mammoth Hot Springs. The many and varied geysers and fretted and tinted terraces resemble the fancied architecture of fairyland.

The last long distance trip of the season is to Yosemite. It will be from July 18 to 26. There is a daily itinerary gotten up for all the trips, with the purpose of introducing the guests of the Camera Club, each day, to some interesting or beautiful spot. The club makes a special effort to make their guests familiar with the valley and its magnificence.

There are many contributing factors which have made the tours of the club so popular, among them are the nightly entertainments and the special train service, but the underlying feature of the whole program is the conscientious endeavor to make every one comfortable and happy.

Work is to begin next month on the \$30,000 addition to the high school at Roseville.

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CALIFORNIA WILL SEND PUPILS AND TEACHER TO SESQUICENTENNIAL

The directors of the Sesquicentennial International Exposition, to be held in Philadelphia during the coming summer in celebration of 150 years of American independence, have announced two competitions for youth and teachers of each state. The first is the American Youth Award; the second, the American Teacher Award. As a result of these competitions, the board of directors expect to have representative youth and teachers from all the states in the Union as its guests in Philadelphia and in Washington during the month of July.

The plan for the American Youth Award for this state is as follows: Any boy or girl in the state who either by the performance of some act of heroism or devotion, or by virtue of some other fitting qualities, is deemed a worthy candidate for entrance in this competition, may be so entered. Official forms on which to set forth the claims of the candidates for recognition may be obtained from The American Youth Award, Sesquicentennial headquarters, Philadelphia, Pa., or from any city or county superintendent in California. These entry forms must be mailed to the directors of the Sesquicentennial International Exposition in Philadelphia not later than midnight, May 22, 1926.

The method by which the candidates are to be selected from among these entries is unique and democratic.

The American Teacher Award for this state will be conferred upon the woman school teacher who has accomplished the greatest good for the children of California, as determined by the committee.

The committee for California is as follows:

Governor Friend W. Richardson—honorary chairman.

Harr Wagner—acting chairman, editor of the Western Journal of Education.

Charles C. Hughes—superintendent of schools, Sacramento, California.

F. H. Boren—principal, University High School, Oakland, California.

Allen Bixby—state commander, the American Legion, San Francisco.

Mrs. H. J. Mannhart—state regent, Daughters of the American Revolution, 747 The Alameda, Berkeley, California.

Dr. Mariana Bertola—president, state Federation of Women's Clubs, 1050 Jackson street, San Francisco.

Mrs. F. S. Hotchkiss—member National Council, Camp Fire Girls, 2504 Etna street, Berkeley, California.

Miss Vaal Stark—director Region No. 12, Girl Scouts of America, 500 Melville avenue, Palo Alto, California.

E. W. Allen—E. W. Allen & Company, San Jose, California.

Mrs. Susan Dorsey—superintendent of schools, Los Angeles, California.

Mark Keppel—county superintendent of schools, Los Angeles, California.

OCEANIC TOURS to HAWAII SOUTH SEAS AUSTRALIA

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Miss Ada York—county superintendent of schools, San Diego, California.

Arthur Chamberlain—Sierra Educational News, Phelan building, San Francisco.

Mrs. Emma Jane McColl—head of art department, University High School, Oakland, California.

Rev. J. J. McHugh—50 Oak street, San Francisco.

Dr. W. A. Philips—161 Seventh avenue, San Francisco.

Mrs. Hugh Bradford—president, State Parent-Teacher Association, 3400 I street, Sacramento, California.

Miss Alicia Mosgrove—member National Council, Camp Fire Girls, 2400 Webster street, San Francisco.

Mr. C. C. Moore—National Vice-President, Boy Scouts of America, Sheldon building, San Francisco.

Miss Swope's Summer School at Long Beach, July 26 to August 13, and Santa Cruz, June 28 to July 24, has become a feature institution in California for the elementary teacher. The state is not taxed, no one has endowed her school. It exists on service based on merit and merit alone. The teachers go to her school not for credits, but to become more efficient teachers. Of course, we do not mean to insinuate that state institutions are not doing efficient work, but we do intend to place special emphasis on Miss Swope's school because it has risen to the dignity of a service institution through her own gifts of administration, inspiration and real educational genius.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

John H. Beveridge, superintendent of Omaha, Nebraska schools, whose interest in the presentation of correct English spoken and written, is of the highest, has seen this last April the publication of two English texts, to which his name has been attached. In one book he appears as editor, in the other as co-author. The World Book Company publishes one and the John C. Winston Company the other.

"Easy English Exercises," by Ada Riddlesbarger and Edna Parker Colner, Omaha city instructors, edited by John H. Beveridge, superintendent of schools, Omaha, Neb., World Book Company, 1926, is the first. This book is published for use of seventh and eighth grade pupils, high school and normal school students. The exercises are concise and direct to the point. Definite instructions are given in such a manner that they can readily be comprehended by the scholar.

"English for Use," by John H. Beveridge, Am., Pd. D., superintendent schools, Omaha, Neb.; Belle M. Ryan, assistant superintendent schools, Omaha, Neb., and William D. Lewis, Am. Pd. D., Litt. D., formerly deputy superintendent of public instruction state of Pennsylvania, the John C. Winston Company, 1926, is the second.

This book is one of a series of two intended for the lower grades. Book I is for grades three and four. It is an Inductive Series. The child begins with an interesting topic and arrives in due time at a principle through its application. He is given a wealth of interesting activities which require him to apply the principle. He is brought back again and again to the most important problems. Child interests are considered. The development of the habit of speaking and writing sentences is stressed. Oral work is emphasized.

The \$8,500,000 school building program of Omaha, Nebraska, which Superintendent John H. Beveridge has been directing for several years, is nearing completion. Ten elementary schools have been built and two high schools are now being finished. Since Superintendent Beveridge has been in Omaha he has built four large high schools.

Eighty-seven per cent of Omaha eighth grade graduates continue on in high school.

Definite courses of study are published for use in the Omaha city schools.

Once every two weeks Superintendent Beveridge conducts a class in educational problems, which is attended by his high and grammar school principals and supervisors. He has found that this class is of the utmost value in keeping the Omaha schools alive to the real problems of education.

F. W. Frostie, superintendent of Wyandotte, Michigan schools, has had under way this last year in his schools a scientific study of writing as it affects the beginner. Continued tests have been made with script and print. Mr. Frostie intends shortly to publish a monograph which will present some rather startling results.

Wyandotte is a town of around 32,000 population, very progressive as to schools and educational ideas. A new platoon

school with capacity of 1380 students has just been completed.

Wyandotte is one of the few cities in the United States operating on the single salary schedule. Superintendent Frostie finds the rating of teachers under this system is easy. Experience, training and effectiveness are taken into consideration. And as additional educational work is done increase in salary is automatic.

Complete student records in Wyandotte are available as far back as 1871.

James H. Harris, superintendent of Pontiac, Michigan, schools, is in charge of the educational program of a rapidly growing automobile manufacturing city. This town of 50,000 population has twelve elementary schools and one high school, an enrollment of 7500 students and an able teaching corps of 260 teachers. The Pontiac car is advertising the town all over the world.

Lansing, Michigan, is the home of three out of the twenty standard makes of automobiles. In Lansing is manufactured the Reo, Oldsmobile and Star. Due primarily to the expansion of the auto industry J. W. Sexton, superintendent of Lansing schools, has seen 110 per cent growth in school population in 10 years and 160 per cent in thirteen years. This growth has caused the building of many elementary schools and three large junior high schools. A new senior high school is in contemplation. The present plant was built in 1900 and it is caring for about 1800. Next year a double session day will be held.

Superintendent Sexton and Miss Alice M. Wagenboord, assistant superintendent, together with the assistance of committees and supervisors, two years ago completed a series of course of study monographs that have had quite an effect in educational circles.

J. W. Asbury, who for fifteen years was superintendent of Marion, Illinois, schools, this last year was elected superintendent of East Chicago, Indiana, schools, and has been carrying on in that purely industrial town. The educational system of East Chicago deals with a population 80 to 90 per cent foreign. Besides those of European birth the Negro problem is acute and there are large numbers of Mexican children.

Steel and oil loom large in the town's industries; diversified products of lead and brass play an important part.

In the educating of this large foreign element we find Superintendent Asbury making use of the best educational methods of the day. Platoon schools are in operation. A department of tests and measurements under Director A. C. Senour keeps close check of children and teachers. There are special classes for Negro children and also for sub-normals. The curriculum is enriched for both the alert and the slow. Children are taught according to abilities. In shops industrial work is done in wood, metal, in printing and in auto mechanics.

Physical education is handled by twenty teachers in many gymnasiums.

In the county contests in intellectual pursuits East Chicago won more firsts and seconds than any other school.

Seven thousand five hundred children in the public schools of East Chicago are in

charge of 258 teachers. In addition there are over 3500 children in parochial schools in the city.

M. R. Keyworth, superintendent of Hamtramck, Michigan, schools, has just had published 3000 copies of a Model School Survey, which was the effort of the staff of the Hamtramck city schools under the direction of Dr. Arthur B. Moehlman of the University of Michigan.

This survey is exhaustive. It charts and analyzes everything that has an effect upon the administration of a public school system. It is considered the finest piece of work of its kind ever done in the United States.

Superintendent Keyworth is using this survey as a key to another extensive building program.

Hamtramck is a wonder industrial city. In 3.9 square miles are peopled 75,000 inhabitants, 75 per cent of whom are Polish. Twenty huge industries are the mainstay of the city. Among them are listed the plants of the Dodge Company, Acme White Lead, Truscon Paints, American Radiator Company, the Champion Spark Plug factory.

Hamtramck is completely surrounded by Detroit's dense population.

Ten thousand two hundred pupils are enrolled in Hamtramck's six elementary schools and junior-senior high school.

E. O. Marsh, superintendent of Jackson, Michigan, schools, has a new \$1,600,000 high school and junior college project under way. The new school is situated on a fourteen and one-half-acre tract. It will care for 1500 students.

Miss Marie B. Fowler, supervisor of primary grades, Kalamazoo, Michigan, has just published a version of her primary course of study. The course is suggestive rather than autocratic. It considers the time from the 4½th to the 8th year as one period of development. She does not start formal reading until the last half of the first year.

Miss Zoe C. Shaw, elementary supervisor of Kalamazoo, Michigan, schools, will have four classes in geography in the Kalamazoo Vacation Accelerated School this summer.

W. J. Hamilton, superintendent of Oak Park, Illinois, schools, works in the most genuinely American suburb of Chicago. New England stock predominates. Churches and fine schools and beautiful homes delight the eye. No restriction of expenditures is made when it comes to budgeting to secure the best of educational opportunities for the city's young folk.

Oak Park with its 53,000 population is the largest village in the United States. The city is administered under the old village form of government—of a board of trustees elected at large—who are very close to the public mind.

Superintendent Hamilton has for years been developing a socialized curriculum in Oak Park. He believes that the child should be adjusted to his environment. Citizenship is taught through history and geography. The 6-2-4 plan is in operation. In

(Continued on page 17, column 1)

CHINA JUBILEE
of
CALIFORNIA SCHOOL OF ARTS
AND CRAFTS

From June 21 to July 30, the California School of Arts and Crafts will celebrate its "China Jubilee." More prosaically speaking, during this period the school will conduct its annual summer session, marking the twentieth anniversary of the school's founding.

According to Director Meyer, the coming summer term to be held at the school's beautiful new campus in Oakland promises to be the most interesting in the history of the school. A faculty of twenty highly trained specialists has been engaged. The various courses in drawing, color, design, and the crafts that have proved their popularity in the past will again be offered, and several new and highly interesting courses have been added.

Prominent among these additions is Irving Pichel's course in Stagecraft and Pageantry, a course of inestimable value to teachers called upon to design sets for the plays, operettas, pageants, etc., produced by their schools. Another course of interest to teachers—those upon whom fall the duty of making or of supervising the making of posters—is Poster Design, to be given by Glenn A. Wessels, a young artist who for the past year has been associated with Foster and Kleiser's in the capacity of poster designer. Landscape painting, a perennially attractive course for more advanced art students, will again be conducted by Xavier Martinez, eminent California artist. And for beginners there is the less difficult course of Outdoor Sketching in which the medium is pencil. Two valuable lecture courses for teachers are Supervision and Art Methods.

Director Meyer tells us that the crafts always exercise a strong appeal for summer students. Obliging, a "full assortment" of these is to be offered—pottery, metal work, tooled leather, bookbinding, basketry, primary construction, weaving and the textile handicrafts (tied and dyed, batik, stitchery). In this connection it is interesting to note that now with a four-acre site permitting of expansion, the school plans to put increased emphasis on the crafts. The early erection of a large kiln for the firing of terra cotta, in addition to the present pottery kiln, is contemplated.

In glancing over the summer catalog we find a new faculty member of note, Maria von Ridelstein, who is to conduct a class in figure sketching. Mrs. von Ridelstein brings to her teaching a splendid cultural background resulting from years of study and travel in France, Germany, Spain, Italy, Greece, the Orient, and South America.

But so much for the Summer session about which are tempted to write on at length. Now for a bit of the school's history which few people will fail to find interesting.

The California School of Arts and Crafts was founded in June, 1907, by Mr. and Mrs. Frederick H. Meyer. With three



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classrooms, a faculty of three members, and a curriculum of six subjects, the school began its career. During the twenty years of its growth, classrooms, faculty, and curriculum have increased to many times their original number. The three-fold purpose of the school, however, has remained unchanging: First, to train artists, designers, and craftsmen for the industrial and commercial arts; second, to train teachers of drawing and craft work; third, to train for culture and the fine arts.

On November 2, 1922, the school was incorporated under the laws of the state of California "to own, control and operate an educational institution of collegiate grade within the state of California, not conducted for profit; to establish a college of learning for the training of all manner of persons without limitation as to sex, creed or race along lines of industrial, normal, and fine arts; to grant such academic and other degrees to pupils as the board of trustees may determine."

The California School of Arts and Crafts is unique in its standing. It was the second school in the country to grant a degree, and even now is one of only four degree-granting art schools in the United States, the other three being located respectively in Boston, Pittsburgh, and Chicago. For many years the work of the school has been accredited, and today numerous graduates of its teacher-training divisions hold responsible positions as art instructors from primary grade to university in the schools of California and other state.

Buildings meeting the present needs of the school have been erected on the new campus, while ultimate plans provide for special buildings for the various arts and crafts, dormitories, and athletic grounds. Tennis and basketball courts, in fact, are well under way. Illustrations appearing elsewhere on this page convey some idea of the beauty of the new grounds, but the new home of the California School of Arts and Crafts is worthy of closer inspection. Although conveniently located on Broadway, the campus maintains a spirit of aloofness from the city's bustle. One leaves its eucalyptus-shaded precincts secure in the conviction that here indeed Art has found a worthy home.



WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

Charles C. Hughes, superintendent of the Sacramento city schools, was the principal speaker at Mills College exercises April 27. His plea was for the individual child in education that he should not be lost in the intricacies and hard and fast rule of system.

The Long Beach Press Telegram of April 18 carried pictures of the Long Beach school system in its rotogravure section. The school valuation of Long Beach is \$1,347,000 and it is spread over 19.16 acres. W. L. Stephens is superintendent of the Long Beach schools.

The Fresno city schools may establish open air schools in the near future. The matter is being considered now and investigations and reports are being made. A school building and improvement program is being conducted in Fresno and \$1,800,000 is being spent. The Edison Technical School building has been planned and work will begin on it in the very near future. William John Cooper is superintendent of the Fresno city schools.

Jeremiah M. Rhodes, formerly superintendent of schools in Pasadena and in San Antonio, Texas, has been appointed superintendent of the American school in Mexico City. Mr. Rhodes has already begun his work in Mexico City but will return to the States in June in order to attend his daughter's graduation from Vassar.

W. E. Faight, superintendent of the Modesto city schools, recommended, and the Board of Education endorsed his recommendation, that married teachers may continue their work in the schools of that city. This does not mean that a married teacher may apply for a position but that those in the system who marry may continue with their work if they wish. It is reported that this same rule applies in Oakland, where Fred M. Hunter is superintendent.

Voters of the San Juan school district have endorsed a \$55,000 bond issue for a new modern elementary school building.

The newly completed addition to the Magnolia Avenue school in Glendale, which was built at a cost of \$24,000, has been accepted by the board of education. R. D. White is superintendent of the Glendale schools.

Consolidation of four school districts has been voted upon by the people near San Jose. A site for the new school building is to be chosen and a \$100,000 bond issue will be submitted to the voters soon. At present there are eight teachers in the four districts, which include Agnew, Brawley, Jefferson and Milliken. It is planned to have a trained principal at the head of the union school. The Jefferson school, which will be abandoned when the consolidation building is completed, is said to be the oldest institution in the state. It was

erected in the late 50's and it is still in use. Superintendent Hancock has been one of the boosters for consolidation and his support has given great satisfaction to those desiring the change, it is reported.

The trustees' annual meeting for Kings county was held recently in Hanford and the county superintendent, Miss M. L. Richmond, presided. Dr. Fletcher Harper Swift was the principal speaker at the meeting. His topic was "How Shall We Finance Our Schools?"

LEADVILLE SCHOOL

Reports of the school situation in Beatty and Leadville, the desert towns which have recently been the center of mining booms, have not been altogether true, according to A. A. Brierly, county superintendent of Inyo county schools.

"Leadville is a real, live, hustling mining camp," declared Brierly recently. "The people were fortunate in having in their midst a young, thoroughly competent school teacher, Mrs. Robert McAfee, whom I employed under the provisions of section 1577, first. School opened with an attendance of twenty-three. Leadville is on the summit of the Grapevine Mountains at an elevation of four thousand feet above sea level and a hundred feet more above the bottom of Death Valley, distant ten miles."

DEMONSTRATION SCHOOL AT POMONA COLLEGE

Claremont, California, April 22.—A new adventure in summer school education for children, in which a child will select his own activities, basing his choice upon his interest in and ability to do the work he elects to perform, will be tried by a Demonstration School under the general direction of the Pomona College Summer Session and conducted by Mrs. Adelia Adams Samuels, principal of the experimental school at Cucamonga, California, which has gained a national reputation and was visited by over 1000 educators last year.

Mrs. Samuels, who is the author of "An about Face in Education"* and who has conducted demonstration schools at San Francisco and San Jose, is arranging the demonstration, which will enable intensive observation and study of some of the most recent theories and practices in education.

The aims of the school are to exemplify for the benefit of teachers and parents an education imbued with the cultural and practical phases of life necessary to good citizenship and to provide the child with a training which will be entirely free from the use of devices and largely dependent upon the utmost economy in the employment of materials, since the restrictions will bring about the greatest number of opportunities for education. His thrift experiences will be materially furthered by entering into special activities conducted by the children upon a self-supporting basis.

The school will give also opportunity for a strictly limited number of prospective teachers to do the supervised teaching required by the State of California, but possible during the summer at only a few other centers.

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C. M. Osenbaugh, President, State Teachers College, Chico, California

MOTORING AS AN AID IN EDUCATION

By E. V. Weller

(National Automobile Club)

The value of motoring in its relation to education has never been fully realized. Here in California there are limitless opportunities for the employment of motor travel as a means of stimulating the mental processes of the adolescent. The mind of the average person is susceptible of emotional reaction and it is this fact which offers a wide field for cultivation. "Home-keeping youth have ever homely wits," declared Shakespeare, and travel of all kinds has always been looked on as a means of culture and mental development. It widens the vision, fosters the ideas of democracy and arouses in the mind a sense of propor-

tion too often lost in a narrow environment where the relationship of man and nature does not have its proper emphasis.

The imagination, if properly cultivated, results in a consequent increase in the power of the reasoning faculties, the quickening of perception, and it awakens the interest of the individual in the outside world. For this reason it develops the qualities of unselfishness, while at the same time it increases the scope and power of knowledge.

Take the children along when you are exploring the historical landmarks of California; cultivate the interest of your sons and daughters in the background of story which lies behind the landmarks of this remarkable state. Drive to Drake's Bay and recall there the landing of the Elizabethan seamen some three hundred years ago; drive to the state capital and spend a few hours at Sutter's Fort and recast in the mind's eye the colorful days of the Argonauts when this old landmark was the gathering place of those who came across the plains in quest of the precious metal which lay hidden in the canyons and rocky crags of the high Sierra. Drive to Monterey around the "Circle of Enchantment" and tell your young flock the threefold story of this picturesque peninsula. There the Customs House still stands over which floated the flags of Mexico, Spain and the United States. There, too, is the old theater in which Jenny Lind poured forth her golden notes for the delight of the miners. There the heart of General Sherman, the hero of the "March to the Sea," was caught in the glamour of the dreamy days of the Dons and you may look upon the rose tree which he planted to the memory of his Spanish sweetheart. A few miles away stands the Mission San Carlos de Borromeo, under the altar of which lies the body of Father Junipero Serra, the founder of the mission chain and the leader of the first expedition into California carrying the light of civilization into a then heathen land.

San Francisco, itself, possesses a charm

more subtle than any other city on the globe. At Portsmouth Square stands the statue in memory of Robert Louis Stevenson, the novelist; while out at the Presidio is the old adobe structure in which Concepcion Arguello, daughter of the Comandante of San Francisco, and Rezanov, Minister Plenipotentiary of the Czar of Russia, plighted their troth in the early days.

On the sun-kissed hills of Berkeley, Edward Rowland Sill, one of the greatest poets in America, wrote much of his beautiful verse; Joaquin Miller, the poet of the Sierras, likewise selected as a source of inspiration a homestead in the hills that look down on the Bay of St. Francis, as a place to cultivate the muse and set forth the glories of California in poetry that is known round-the-world.

Familiarity with the literary background of California is a prime essential to the enjoyment of touring, and as travel over the highways and byways of this great state calls to mind her remarkable past, so it will stimulate an appreciation and a forward vision for the future that is here.

The exploration period of California falls in that great chronological epoch when the world was awakening from the slumbers of the Middle Ages, Balboa, Cortez, Vancouver, Sir Francis Drake and Vizcaino, are all names that stand out in the annals of the world's development.

Then came the colorful period of Indian legend and the life of new Spain, strangely contrasted with the era of the days of gold and the hardships of the pioneers who crossed the plains and came around the Horn in search of the treasure store of the snow-capped barrier that guarded California on its eastern frontier. History takes on a renewed interest when it is colored from the palette of romance. Travel over the storied highways of California and you will be like a child playing with a kaleidoscope, bewildered, yet ever pleased by the changing iridescence of color.

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(Continued from page 13, column 3)

ten elementary schools are enrolled 7000 pupils; in the senior high school are 3000 students.

David C. Walker, assistant superintendent of Evanston District, 76 schools, in direct charge of the Boltwood school, a departmentalized seventh and eighth grade unit, has worked out a noon period and cafeteria lunch hour with several delightful novelties of real educational value.

The school is organized on the home room plan of thirty pupils to a teacher.

The noon hour consists of two 45-minute periods from 11:30 to 1 p. m.

A very flexible program is allowed. If the child desires to go home he is permitted to do so during this time. If he stays at the school one 45-minute period is for lunch and the other is for some elective subject.

During the lunch hour the home room group eat as a body in the cafeteria with their teacher. Here is a chance for a social time. The teacher takes turns at the various tables of her home room pupils. Social conversation and friendship is built up. The morale of the home room group as a whole is developed.

The routing of the home room groups to the cafeteria has been worked out systematically, two minutes apart. Messengers from each report when their body should report to the lunch room. All flurry and confusion and turmoil is avoided.

In the management of the cafeteria we have another artistic touch. The cafeteria is run by a manager and kitchen help under the supervision of the Parent Teachers' Association. But back of the counter serving each day are six mothers of the student body. Each mother serves a week. Each day there are five old servers and one new. A home-like touch is given and

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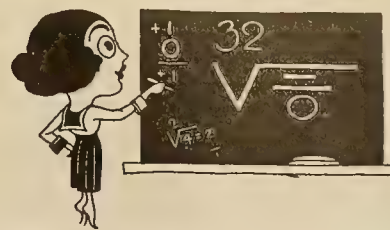
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to think of next term's requirements. Vacation time is here. The semester is over. A few more days, possibly, then final "Exes" and "Good-byes" until Fall.

Next term you will need new Desks; at least some seating, or Blackboard, and extra Chairs, etc.

The time to think of what you'll have to have is now. Then see us.



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the mothers know whether their children are getting good food or not.

Mr. Walker also finds the home room group very easily administered when it comes to scheduling games and physical education exercises.

R. D. White, superintendent of Glendale schools, has been honored by being elected president of the Rotary Club for this next year. He will attend the Rotary Convention in Denver the week of June 14.

Dr. F. P. Woellner, University of California Southern Branch, will deliver the commencement address at the Montebello high school June 9.

Mark R. Jacobs, superintendent of Montebello schools, finds that the growth of the city's schools continues. Additions to the Eastmont school have been made and additions are now being added to the Winter Gardens school. Both projects cost around \$25,000. A five-acre option has been secured for a new school site in Montebello Park. A bond issue for site and building will be taken up in September and October.

Norman F. Marsh is architect for the La Paloma Street school, Anaheim. It will be an attractive building of mission type, capable of handling 250 pupils. It will have manual training and domestic science rooms.

Superintendent Melbourne Gauer of Anaheim expects to have the over-age Mexican boys and girls attend this school. It will be occupied in September.

C. A. Marcy, snuperintendent of Fullerton schools, has just been appointed as a

member of the Orange County Board of Education. He replaces C. C. Smith, who has affiliated himself with the Coddington Teachers' Agency in Los Angeles.



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FROM TEXAS TO PENNSYLVANIA
Wm. Culp

For the first time in twenty-five years the Texas State Teachers' Association will meet this year during Thanksgiving week in El Paso, the state's fifth largest city. R. R. Jones, assistant superintendent of schools, and his committee of the El Paso Teachers' Association did excellent work in securing the convention for their city. The railroads will give a maximum round-trip fare of \$15. When you consider that it is over a thousand miles across Texas, that rate is remarkable. We quote this excellent passage from the attractive booklet that was produced by the El Paso committee in their campaign: "Texas teachers should know the state of Texas. A surprise awaits the thousands who have never crossed the Pecos. Amazement will be felt by those who have not seen El Paso for twenty or even ten years. Through vast mountain stretches and a partial desert teachers will arrive in a land of perpetual sunshine, in a valley of abundance. The increased knowledge of our state—of its size, resources, history—will provide a stimulus the teachers would get in no other way."

Superintendent A. H. Hughey of El Paso schools presents an admirable glimpse of what El Paso has been doing in education during the last six years in the following clipping taken from the El Paso Schools Standard—the official publication of the city schools of El Paso:

"A Birds-Eye View

"The school tax receipts increased from \$326,722.82 in 1919 to \$717,000 in 1925, but the tax rate of the city for all purposes was \$1.96 for 1919 and \$1.95 for 1925.

"The city taxable valuation increased from 63 million in 1919 to 102 million in 1925.

"The total receipts for all purposes, city and schools together, increased from \$1,235,354 in 1919 to \$1,989,000 for 1925 (estimated).

"The tax receipts of the city for purposes not including the schools increased from \$908,632 in 1919 to \$1,272,000 for 1905 (not including receipts from other sources).

"The enrollment of pupils increased from 11,477 in 1918-19 to 18,000 (estimated) for 1925-26 (not including over 2000 in evening schools and special trade classes, etc.)

"The average salary of grade teachers increased from \$725 in 1918-19 to \$1379 in 1925-26.

"In general the cost of city operation increased in this period as well as the cost of school operation, though not as much.

"The cost of school operation for the last four years is about stationary as is shown in table No. 6. The combined tax rate for school operation and for carrying school bonds is .858 for this year and .849 for last year. For 1918-19 it was 64 cents. The tax limit for school purposes in El Paso is \$1. To know what the 20 cent increase in the tax rate for school purposes in six years got for us, it is only necessary to check up on what the city schools were then and what they are now. We no longer have impoverished, discontented teachers working in overcrowded schools with a large part of

the pupils on half time and with poor equipment. We are not yet where a city system of schools ought to be, but we have made great progress.

"From 1919 to 1926

"What has happened in this important period of El Paso's history? What justifies the greater increase for the schools than for other city costs?

"(1) First comes an item that is hard to estimate or set forth concretely: the improvement in teaching results and school organization and equipment. Much might be said and claimed on this point but we shall leave it to the experience of El Paso residents.

"(2) Compulsory education or school attendance went into effect and the state free text-book law was put in operation.

"(3) We changed from the plan of having 8 grades below high school to having 7 grades. The effect of this, however, was toward lowering school costs.

"(4) The number of school rooms has been about doubled by the construction of new buildings to relieve overcrowding that was becoming disgraceful six years ago. There are still not enough school rooms for the increasing school attendance but the situation is not so distressing.

"(5) Evening schools have grown greatly, high school attendance has trebled, the junior college has solved the problem of education for teachers and for local young women preparing to become teachers, under a more stringent law for teachers' certificates, as well as providing academic college education for two years to hundreds of El Paso young men and women who otherwise would have been handicapped. Kindergarten and other special advantages for El Paso children have greatly increased.

"(6) Vocational education has been fostered and developed to the great advantage of many hundreds who have gone out from trade training courses to much better earning capacity in positions in the city.

"(7) A salary schedule for teachers has been adopted which has absolutely quieted the annual discontent over the setting of teachers' salaries.

"(8) Junior high schools have been established and have better served the city educationally than the old plan. They have also really meant a building economy because another four-year high school building like our present senior high school would have cost more.

"During every year of the past six there has been before the school management one or more large projects for improvement and in every case our efforts have met with success, and the school patrons have found each forward step amply justified."

John A. Hollinger, director of the department of nature study and visualization of the Pittsburgh public schools, has had general charge during the past several years of some extensive studies in curriculum revision in the Pittsburgh schools. About completed is the revision of the English course from the elementary grades. The reorganization of the general science course and of Latin courses is also well under way. The new curriculum in art for the Pittsburgh system, for which Director James C. Boudreau and his supervisors are largely responsible, which is to be pub-

lished shortly, is being anticipated as being a great contribution to art instruction in this country.

Recently a Department of Curriculum Study, Research and Measurements has been created by Superintendent William M. Davidson and the board of education. Dr. D. R. Sumstine, for fifteen years principal of the Peabody High School, Pittsburgh, has been appointed director of this department. D. Z. Ekert of the Latimer Junior High, Pittsburgh, has been appointed assistant director.

Dr. Sumstine has just entered upon his new position and is in the process of organizing the manner of procedure in the curriculum studies to be made. The plan is to reorganize all courses of study from the elementary grades through the high school. The general order of procedure will be made by a steering committee on school policy. Work will be done through classroom teacher committees. Educational experts will be called upon from time to time to be present and advise. Lately in conference with the Pittsburgh curriculum workers have been Dr. Otis W. Caldwell of Columbia, Dr. Charles McMurray from Peabody College, Nashville, Tennessee, and Dr. Burks, director of research of the San Francisco public schools.

W. F. Kennedy, director of platoon schools of Pittsburgh, has charge of 56 schools in his department. He is organizing four more units and by the end of the school year 60 platoon schools will be functioning in Pittsburgh. While Pittsburgh has junior high schools she has not gone over completely to that form of organization. Thus many of the Pittsburgh platoon schools comprise grades of (1) through (8).

Mr. Kennedy lectures in the University of Pittsburgh. He gives a course on the curriculum in the platoon schools. Mr. Kennedy believes that a definition of a platoon school depends upon these five essentials: (1) Division of classes (2) division of teachers; (3) division of subject matter; (4) division of room space; (5) division of time—50 per cent home room work in fundamentals and 50 per cent in special subjects.

The platoon school as Mr. Kennedy sees it is a democratizing influence—it gets different groups of children together—it gives

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the teacher a chance to specialize, it makes for better instruction and appreciation of such subjects as music, art, nature study, oral expression, industrial work, auditorium activities. Through tests it has been found in Pittsburgh that children do 5, 10 and 15 per cent better in their studies than do students in the old type of school organization.

May, 1925, was published a pamphlet on the "Super-Opportunities of the Pittsburgh Platoon Schools." It is an evaluation of platoon school enrichment gained from a period of nine and a half years' operation of the system in Pittsburgh. The treatise is an excellent exposition of the various values attributed to the platoon type of organization.

Subjects discussed are as follows: A Generalization of the Super-Opportunities in a Platoon School, H. G. Masters, chairman, principal Allen school. Platoon Schools Enrich Musical Opportunities, Will Earhart, director of Music. Art Education Advantages in the Platoon School, James C. Boudreau, director of Art. Values of the Platoon School Library, Frances H. Kelly, director of schools' library. Opportunities in Nature Study and Visualization Offered by Platoon Schools, John A. Hollinger, director of nature study and visualization. Value of Platoon Organization as Shown in Community Room, Bertha C. McEntee, principal Garfield school. The Platoon School Offers Better Opportunities for Health Education, C. W. Nethaway, supervisor of grade athletics. The Platoon School Auditorium and Its Super-Opportunities and Advantages of an Oral Expression Department, by W. F. Kennedy, director of platoon schools.

It was a pleasure to visit the Allen school, Pittsburgh of which H. G. Masters is principal. Here we saw a platoon school in operation under the enthusiastic guiding hand of a man who thoroughly believes in that type of school organization, and who is making a big success of his work.

(Continued on page 26, column 3)

THE STORY OF MODERN BUSINESS EDUCATION

He was a young man—twenty-four years old to be exact—but he was established in his own business on Market street. He had his lease on the property he was occupying, his connections established with the bank, arrangements had been completed for the necessary credit. His goods had been ordered, domestic and foreign shipments were arriving, large sales already were being made, bank deposits were growing, and plans for expansion were under way. But the day before there had been no such young man in business on Market street, and no such business in the city of San Francisco.

The explanation of this rather puzzling situation is furnished by an investigation of the interesting and startlingly efficient system inaugurated by Heald's Business College in training the student for a business career.

The new student at Heald's, providing the complete business course is desired instead of specialized secretarial training, is first given an intensive course which includes such basic subjects as English, spelling, bookkeeping, and penmanship. During this period the theory of business is stressed and the student becomes familiar with the manner in which business affairs are conducted.

With this preliminary training out of the way, the student becomes a business man overnight. The very room in which he works becomes an imaginary business world, each desk representing some unit of this world as a bank, realty company, warehouse, factories and store. Before he can occupy the desk that is to be his place of business, he must lease it.

From this point, step by step, the student goes through the procedure that he would have to go through if he were actually opening up a business.

After the rudiments of conducting a simple business have been mastered, the student plans for expansion and takes in a partner. Partnership papers are drawn up and all the legal phases of this new relationship are entered into.

Then the student advances again. He occupies one of the offices at the side of the room. All of these offices represent corporations. In each office he spends one week, a week that represents a business month. Here, to take care of the volume of business, several students work with him. Affairs are handled in the most detailed fashion. At the end of each day accounts must balance exactly. He soon comes to the banking department where he is given experience in the clearing house, foreign exchange department, etc.

The results of all this practice in business fundamentals have proved most gratifying, according to the Heald faculty. The student, after a short time, seems to acquire a grip on business affairs that he never attained under old methods. The entire framework of the commercial and financial world not only is placed vividly before him, but also he is required to enter into details of the operation of its mechanism. Even years of experience in the business world often do not lead to as complete an understanding of its activities as is gleaned by the earnest student in these few weeks, according to the opinion of many business men who have made a study of the method.

GINN & COMPANY, the publishers, are extending a real service to the schools by sending out with their Course in Music Appreciation directions for the use of the phonograph—which, if followed, will save money for other school needs. The directions are as follows:

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You want these records to last and to preserve their beauty of tone. Then

FOLLOW CAREFULLY THESE DIRECTIONS FOR PLAYING:

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2. Use steel needles of a reliable make, either "soft," "medium," "full tone," or "loud"—but never the "extra loud" needles.
3. Use a needle for one playing only of one side of a record; then throw it away.
4. In starting to play a record, after the needle is secure and the sound box is poised over the record, place the finger or fingers underneath the sound box and carefully lower it so that the needle point rests on the smooth rim of the record outside of the music grooves, and then slide it gently inward.
5. Do not try to save time by lowering the needle point into the music grooves where you think the music begins. This injures the record.
6. If you wish to stop the music in the middle of a record, place the finger or fingers underneath the sound box, then raise it carefully and swing the tone arm free from the revolving record. Never "grab" the sound box with a downward motion of the hand. This will invariably puncture or scratch the record.
7. When playing a record side containing more than one piece of music, such as G 1 A, be sure that you have a strong light on the surface of the record. This will be helpful in placing the needle point on the smooth space intervening between any two selections.
8. Never allow pupils to operate the phonograph unless they have been carefully taught to do so correctly.

BEAR IN MIND

That records in general, bought for use in the home, are usually played for recreation and amusement, and the repeated playing of such records causes the music to become tiresome long before the wearing qualities of the records are impaired. The fact that records thus used last as long as there is a desire to hear them fosters the feeling that records will wear indefinitely and this causes carelessness in playing them; but the durability of any record is limited.

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LIBRARY DEPARTMENT

May Dexter Henshall

County Library Organizer,
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Alameda County's Concerted Effort

Visiting county libraries at the close of the school term discloses a phase of county library work for the schools that is amazing and of which many users of the library are unaware. Literally thousands of school books are returned to the county libraries that need to be cleaned or repaired and in many cases to be discarded. A faint-hearted person would be appalled by the magnitude of the task.

At the close of the school year one of the large county libraries had thirty-one thousand volumes returned from the schools and nine thousand volumes retained at the schools. The latter were for the most part ones that were not called in every year, such as dictionaries, encyclopedias and reference books. Of the thirty-one thousand volumes many had to be discarded because of their dilapidated condition. Even the binderies could not repair them. Another hopeless lot of books that had to be discarded were ones in a deplorable condition from masses of ink stains over covers and leaves where the ink wells in the desks had overflowed or been tipped over on to the books underneath. A remedy for this could be met by those who manufacture school desks.

After the discarded books had been disposed of there still remained thousands of books to be repaired, covers to be cleaned and shellacked, edges of leaves to be cleaned, pages to be mended and a vast amount of clerical work to be done before the books were ready for the beginning of the ensuing school term.

Both librarians and teachers realize that even under favorable conditions the life of a book for various reasons is limited. In several counties the county librarians, teachers and rural supervisors are devising ways and means to eliminate unfavorable conditions affecting library books, to increase their usability and to create a spirit among the children that will tend toward the care of books. Talks are given by the county librarians on the care of books and their structure, with much interesting information concerning their manufacture. A

teacher in a rural school with eight grades tried effectively the simple plan at the daily intermissions of having each child wash his hands before entering the school room. Clean hands meant clean books and a healthful habit. These, however, are isolated cases.

Alameda county is a notable example of a county where all the rural schools are making a concerted effort to take the best possible care of books. Two years ago the pupils of each school drew posters calling attention to the care of books. These posters were varied, original and interesting. An outstanding one was from Mountain House School District. This school had one teacher, eighteen pupils and eight grades. The design of this large poster was the joint work of teacher and pupils. The central point of interest was a gateway labeled "Success" leading to a temple of learning. A boy with confident bearing was shown entering the gateway. Back of him was a procession of clean books carrying pennants with the legend, "He was good to us, we helped him." Unable to enter the gateway of "Success" a dejected looking boy was taking the downward pathway. He had in his hand a paper marked "Failure." Following him was a procession of soiled, tattered books bearing drooping pennants with the words, "He abused us. We could not help him." Each child in the school helped to make this poster. Each one had the thought of care of books in mind during the entire period of its construction. The after effects were shown in the good condition of the books.

Having visualized the idea of careful handling of books by means of posters the county librarian, Miss Mary Barmby, and Mrs. David Martin, assistant superintendent of schools, decided to have the pupils enact a play emphasizing the same theme.

Miss Leonore Loxley Trayler, primary teacher in the Cornell School in Albany School District, had written a delightful children's story entitled, "Talking Books," in which the books in the children's department of a library were discussing the treatment they received from the girls and boys



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who borrowed them. From this story a play was written. On a given date under the direction of Mrs. Martin and Miss Barmby the first four grades of each rural school of Alameda county will impersonate books and enact the play. The pupils of the fifth, sixth, seventh and eighth grades will rewrite the story for language work or write an original story concerning the care of books.

These attractive methods of focusing the attention of the children on the subject of respect for public property is bringing gratifying results. It is seen in the Alameda County Library by the improved condition of the books that are returned from the schools. It would be interesting to know in what other ways it is affecting the civic pride of the children.

"Library Day" at Garfield Junior High School, Berkeley

The fifth annual "Library Day" at Garfield Junior High School on February 11th, was the most successful ever held.

The observance of the day fills two purposes, taking the place of the meaningless "Old Clothes Day," and raising funds for books and magazines for the library.

For weeks preceding this annual event pupils discuss their favorite books and characters in their class rooms, thus creat-

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ing real literary interest. On this day all teachers and pupils dress to represent a book or a well known character from history, fiction, etc.

This year several hundred adults were served with lunch at noontime, the officers of the Parent Teachers' Association taking charge.

An audience that packed the auditorium enjoyed the following program:

PART I

An original play, "The Book Shop," arranged and written by two members of the English Department and the librarian. A large "Magic Book" was opened and many well known characters stepped forth to entertain. These included, Oberon, Titania and their court; Hans Brinker; Dr. Doolittle; Rebecca of Sunnybrook Farm; Mother Goose characters; Evangeline; Bob Cratchett with Tiny Tim; and many others.

PART II

The Boys' Glee Club, 75 in number, resplendent in their white uniforms with orange sashes, sang several selections in a most pleasing manner, the new school-song making a decided hit.

PART III

"Miss Columbia" with her 48 fair maidens, each representing a state, presented a beautiful patriotic number, including tableaux, vocal solos and choruses.

The parade in which over 1000 children and teachers took part was held indoors, the group marching down one side of the auditorium, across the stage and down the other aisle.

The judges found great difficulty in deciding among the many classes, groups and individuals. The final decision was:

I—Best class—

First Prize—low eighth grade, representing "A Kiss for Cinderella."
Second prize—high ninth, "Ali Baba and the Forty Thieves."
Honorable mention—high seventh, "Toby Tyler."

II—Best group (smaller than class unit)—

First prize—"Hans Brinker."
Second Prize—"Robin Hood and His Merry Men."
Third prize—"Sara Crewe."
Honorable mention—"The Pilgrims."

III—Individuals—

- 1—Most beautiful:
 - First prize—"When Knighthood Was in Flower."
 - Second prize—"Lavender and Old Lace."
 - Honorable mention—"Carmen."
- 2—Most original:
 - First prize—"Radio."
 - Second prize—"World Book."
 - Honorable mention—"Phantom of the Opera."
- 3—Best sustained:
 - First prize—"Nydia."
 - Second prize—"Mr. Doolittle."
 - Honorable mention—"Sailor Ben."
- 4—Best teachers:
 - First prize—"Ichabod Crane."
 - Second prize—"Joaquin Miller."
 - Third prize—"David Copperfield."

In a communication accompanying the preceding interesting article Miss Elizabeth Patton, librarian of the Garfield Junior High School, said, "I have had so many requests regarding this special occasion and the original play we produced this year, I am beginning to feel the need of a secretary." However, I am very glad to pass on our idea to others."

It is to be hoped that this publicity through the Western Journal of Education will help Miss Patton in answering queries without the aid of a secretary.

HEALTH FOR EVERY DAY

and

HEALTH IN HOME AND NEIGHBORHOOD

By MAURICE A. BIGELOW, *Professor of Biology*, and
JEAN BROADHURST,
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County Library Course, Fresno State Teachers' College

Varying conditions in counties bring about varied activities on the part of the county librarians. This is exemplified in Fresno county by an unusual and fine type of service given to the senior students of the Fresno State Teachers College by the Fresno County Free Library. Miss Sarah E. McCardle, county librarian, has made the following report concerning it: "In September, 1922, the Fresno County Library, in cooperation with the Fresno State Teachers College, organized a course to give teachers in training some instruction in the use of the library and in the selection of children's books. The college grants one unit as credit for the course, which consists of eighteen lectures, held in the Normal School building one hour a week throughout the term, and given jointly by the head of the school department and the head of the children's department of the county library.

The plan, already showing satisfactory results after four years' trial, was not conceived with an idea of giving a course in library science, but the details of library administration are briefly given, so that each teacher may use the library for her personal needs with a more thorough appreciation of its organization.

Particular emphasis is laid on the special service given through the school department. In many of the schools of Fresno county, having four or more teachers, it has been found necessary to place one of

these teachers in charge of the library work. In some districts a small sum, in

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addition to the regular salary, is paid to the teacher who does this work, and this helps materially in maintaining an interest in it. However, if she has had no understanding of the nature of the service that she may expect from the county library, nor of how she is expected to go about obtaining that service, she must work at cross purposes until she becomes acquainted with the scheme. This may mean months of wasted effort and, even then, a satisfactory relationship between the school and library may never be established. In the one teacher school, also, the course must prove a great benefit, since the new teacher, going into her classroom for the first time, will have a knowledge of the supplementary material to be had, as well as her state texts.

The first half of the semester is devoted to the use of the library in general, including the classification and arrangement of material, the use of the catalogue and reference books (with the idea always in mind of acquainting the teacher with those books which she will have use for in her work) and a brief study of children's literature. The second half of the semester is devoted to the county library law, county library school service and practice work with the county manual.

It seemed best after three years' experiment to limit the class to seniors, so that, when they leave Teachers' College, the scheme of county library school service will be fresh in their minds; but the practice has been to make it compulsory for underclassmen and elective for seniors.

Fullerton Elementary School Library

The elementary school trustees of the town of Fullerton have the vision to employ a trained librarian with six years' library experience who is a graduate of the Department of Library Science of the University of California, to take charge of their elementary school library. The appreciation of the children is shown by the following article published by the students of the Wilshire Grammar School of Fullerton. "Our New Library" is the proud caption for this tribute. "One of the most beautiful rooms in the Wilshire building is the new library. It is very cozy, sunny and light. We are very proud of our librarian, who is striving in all ways to make it helpful for the pupils. The library used to be a dull, melancholy room, but it is now a bright corner of the school building. It is decorated with pictures, has tile-patterned inlaid linoleum, new tables and desks, and contains many very good books."

Miss Hazel L. Roche, the librarian, said of her elementary school library experience in Fullerton, "Since the fall of 1924 the book problems of the Fullerton elementary schools have been cared for by a central library system in the seventh and eighth grade building. The other four buildings have branch libraries, with a teacher as custodian in each. The total enrollment is approximately 1400. The books are grouped in general and supplementary collections.

During "Good Book Week," each fall, the school and public libraries joined in "Earn-a-Book-Week" contests. The clubs of the community generously offered prizes for the best essays from the various grades on "How I Earned My Book" and for the room which succeeded in earning the greatest number. In the fall of 1924, 223 children added approved books to their own home libraries; in 1925, 421 were successful. A great deal of interest in "Better Books for the Home" has been aroused.

By February, 1926, the new room, 32 by 23, situated on the southeast corner of the building, equipped with library bureau furniture and with attractive draperies at the windows, was transformed into a bright, cozy library, with a seating capacity for 38.

Each of the seventh and eighth grade classes has the privilege of spending one period a week in the library. Each fall the upper grade classes are given three lessons on how to use reference books and the card catalogue.

Custodians' Meeting, Sacramento County Free Library

The custodians of the branches of the Sacramento County Free Library convened on April 14 in the room of the board of supervisors at the court house.

The forenoon was devoted to an unusual helpful conference between the custodians and Miss Cornelia D. Provines, county librarian. Miss Provines had for distribution mimeographed copies of a very definite and comprehensive outline of topics to be discussed. Keen interest was shown during the two hour conference. At its close it was evident the custodians had received much practical help—as well as inspiration and felt better prepared for their responsibilities.

A copy of the following extract from the Sacramento County Annual Statistical Report for the fiscal year 1924-1925 was given

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to each of the custodians: "The Sacramento County Library was established on January 15, 1920, and renders a library service to the people of the county through two mediums—the branch libraries and the schools. Through the branches is given a general public library service and through the schools a specialized school service, the large number of books finding way to the schools as a means of stimulating good reading among the children. There are now 109 outside branches, 46 of which are community libraries and 63 are school libraries, which receive a specialized school service.

"During the past year 5522 books were added to the general library and 754 were discarded as being useless, leaving a total of 26,652 volumes now in the library; 10,940 books were sent to the branches and 7613 were returned from them. The total number of books now at the branches being 25,178. For the school library 9288 books were purchased and 604 were discarded, leaving a total of 32,405 books in the school library. There is available for circulation for both the general and school use, therefore, 59,057 books in the county library.

"In addition to the circulation of books, the county library also provides periodicals, maps, terrestrial globes and phonograph records. The statistics on file in this office indicate that there were served in the county during the year 7763 adults and 4864 children. The circulation for the year for books was 185,885; periodicals in the branches, 36,241; home reading, schools, 36,716; a total circulation of 258,842. This is a gain of 99,335 over the circulation of the previous year."

"It is very evident from the foregoing statistics that the county library has given every indication of justifying its inauguration," is the comment added to this report by the Sacramento County Board of Supervisors.

In addition to the statistical information given, Miss Provines stated that she spent annually three thousand dollars or more for home reading for the schools. At the request of the teachers the children's books for home reading were placed in the schools instead of the community branches. This affords the teachers an opportunity to supervise the children's reading.

During the noon luncheon the custodians had an opportunity to become acquainted with one another.

The afternoon session opened with an interesting paper by Mr. Samuel Levinson of Levinson's The Book Store. With an experience of twenty years or more in the book business he is well qualified to give an enlightened talk on book production and distribution. He told of the long series of processes a book must go through between writer and reader. The vicissitudes of authors, who are the greatest asset of publishing houses, were shown from the untried authors to those who have "arrived." Illustrations were given of popular authors who owed their arrival to a freak circumstance rather than to merit, while influences which the public never suspected had interfered with the publication of books of merit that later were outstanding successes.

A glimpse was given of how a book is planned mechanically from the time the manuscript is put into type, the paper ordered, the sheets printed, bound and ready for delivery to the bookseller.

He stated there are perhaps thirty or

forty American novelists who have large incomes from their work and several very wealthy book publishers.

"There are no rich book sellers," he asserted. "There never have been and I don't think there ever will be. And librarians! I've never thought of librarians and money together—the terms librarian and money are incompatible.

"So we must live on in the knowledge that by doing our bit toward dissemination of good books we are adding to the every day lives of the public we serve and thereby enlarging and enriching our own lives."

Mr. Milton J. Ferguson, state librarian, spoke most appreciatively of the importance of the custodians in making effective the county free library system of California. He contrasted the libraries of fifty years ago with their primitive methods and limited field for service with the big ideas inaugurated at the present time and the extensive service exemplified by California. He expressed the hope that the big things being done at present will be copied generously.

He told of the sesquicentennial exposition to be held in Philadelphia beginning the first of June. The big feature of the American Library Association exhibit is a large electrically lighted sign, 80x25 feet in size. One side will be devoted to the state of California; the other side to the city of Cleveland. California has been selected by the American Library Association as an outstanding state-wide system, and Cleveland as an outstanding city system with fine central resources and building and good branch libraries. The side of the electric sign devoted to California will have for its design a map of California at one end showing the library system of the state; at the other end will be a map of Sacramento county showing the library system of Sacramento county. Between the maps will be explanatory statements. It is estimated that hundreds of thousands of people will see this display.

Miss Susan T. Smith, librarian, Sacramento Free Public Library, gave most entertaining reviews of many books.

Mrs. May Dexter Henshall gave a bird's eye view of the 4121 branches of the forty-two county libraries of California. In addition to a general view of the system a few intimate glimpses were given of unusual branches and custodians.

Library Trip

Mr. Milton J. Ferguson, state librarian, left April 16 on a trip that will take him to Chicago, Signal Mountain Tennessee, and Tulsa, Oklahoma. He spent two days in Chicago to arrange for the state library exhibit at the Philadelphia exposition which opens on June 1st.

From Chicago he went to Signal Mountain, Tennessee, to attend a conference of the Southeastern Library Association and a meeting of the library extension committee of the American Library Association. He is a member of this committee.

On his return trip Mr. Ferguson stopped in Tulsa, Oklahoma, to attend a conference of the Southwestern Library Association. He was scheduled to address the conference April 30, on library extension.

Third District Meeting

The third district of the California Library Association, comprising Lake, Marin, Mendocino, Napa, Solano and Sonoma coun-

ties, held its annual meeting on March 27 at Mill Valley.

The president, Miss Sybil Nye, librarian Mill Valley Public Library, and the secretary, Miss Margaret MacDonald, librarian San Rafael Public Library, had arranged for luncheon to be served at Tamalvista Lodge. Following the formal program at the Outdoor Art Club a drive was given to the guests, showing the attractions of the mountain town and surrounding country.

The program was opened by delightful musical numbers given by the stringed orchestra of Tamalpais High School. Mrs. B. H. Barber and Mr. Walter H. Robinson gave greetings on behalf of the Mill Valley library board.

Rev. Frederic K. Howard, chaplain of Seaman's Church Institute, told of the libraries that sail out on the sea from San Francisco. In 1925, 901 boxes, containing 49,814 volumes, were sent out from that port. The Dollar Steamship Company has furnished two million posters bearing the slogan, "Give a book you have read and liked."

Miss Jessie Fredericks of the music department of the San Francisco Public Library explained her department and how it might be made practical in small libraries.

Mrs. Whitbeck, county librarian of Contra Costa county, emphasized children's libraries and the opportunity of the librarian to cultivate a taste for the best books. She explained the use of picture and clipping files.

Mr. Milton J. Ferguson, state librarian, spoke of the fiftieth anniversary of the founding of the American Library Association, to be held at the Sesquicentennial in Philadelphia this year. The sum of thirty thousand dollars is being raised to provide an exhibit at this exposition. California has contributed already ten per cent of the fund.

Notes

Flornay School District is situated in a remote section of Tehama county and the children have experienced little outside of their school life. Their librarian, Miss Anne Bell Bailey, visited the school recently and was delighted with their knowledge of the world gleaned from books.

At the time of her visit the book of the hour was "David Goes A-Voyaging." The map lesson for the day had been the course of the Arcturus. All of their reading is correlated with geography or history.

Miss Bailey stated that the teacher was directing the children's reading so wisely that their taste for good books and lively interest in world affairs was nothing short of remarkable.

The students in the Department of Library Science, University of California, visit annually the Alameda County Free Library, Leland Stanford Junior University Library and the State Library.

The visit to the branches of the Alameda County Library was most instructive. Miss Mary Barnby, librarian of Alameda county library, had provided automobiles to convey the students to the different types of branches. In each automobile was a librarian to give explanations and answer questions. Seeing the branches in operation makes their course on county libraries much clearer and more definite to the students.

Mr. Sydney B. Mitchell, chairman of the

AN OUTSTANDING PROGRAM

A distinguished group of artist teachers will assemble in San Francisco the coming summer under the banner of the Master School of Musical Arts, directed by Lazar S. Samoiloff. This will be the second summer session of this school and indications point to added enrollment over its first season when students came from 37 cities and 11 states.

The cool and invigorating climate of San Francisco is an added inducement for teachers and advanced students desirous of coaching programs and gaining new inspiration for their work. The proximity to many natural scenic wonders which can be enjoyed on week-ends makes for a delightful combination of recreation and study.

Alice Seckels will again be manager of the school with studios at the Fairmont Hotel, and announces the following distinguished faculty: Sigismund Stojowski, noted Polish pianist and disciple of Paderewski, for piano and composition; Germaine Schnitzer, brilliant French pianist, who ranks among the really great women of the present day, will teach piano; Lazar S. Samoiloff, New York vocal pedagogue, will teach for the third consecutive season. Emil J. Polak, noted New York coach, will return for his second season. A. Kostelanetz, whose successful classes in sight reading and ear training and accompanying have drawn a large following, will again be among the faculty, and Annie Louise David, America's favorite harpist, will come to the coast for her fifth consecutive season.

Particulars of time and terms for each master will be sent, without obligation, upon request to headquarters, Fairmont Hotel.

Lazar S. Samoiloff, noted voice specialist and director of the Master School of Musical Arts of California, has been invited to speak before the Oregon Music Teachers' Association convention in Portland, May 28. Mr. Samoiloff will then come directly to San Francisco to reopen the Master School for its second consecutive summer session on May 31.

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Sigismund Stojowski	Piano	August 2
Emil J. Polak	Coach	June 21
Annie Louise David	Harp	May 31
Andrew Kostelanetz	Ear Training	May 31

Particulars from Alice Seckels
Suite 137, Fairmont Hotel

ITEMS OF INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION APRIL 5-10, 1926

The State Board of Education met in regular quarterly sessions in Sacramento, California, April 5, 1926.

The special order of business for Monday afternoon was the hearing of the following critic readers for the textbooks in citizenship, submitted for the board's consideration in response to the advertisement for bids:

Mrs. Vivian L. Long, superintendent of schools for Plumas county.

Miss Lulu Shelton, teacher of social subjects, Woodrow Wilson Junior High School, Oakland.

Mrs. Elizabeth Butterway, elementary teacher, Los Molinos.

Miss Portia A. Riley, teacher of social subjects, John Muir Junior High School, Los Angeles.

A report from Wm. L. Nida, State Teachers' College, San Diego, was read, since he was unable to be present.

A complaint from Robt. L. Gifford, vice-president of the State Humane Association, that vivisection was being practiced in certain high schools in the state was referred to the executive secretary at the January meeting for investigation. Mr. Wood reported that the school authorities maintain that vivisection is not practiced in their respective schools.

A committee from the Sacramento Chamber of Commerce appeared before the board and presented the plea of Sacramento for some plan under which a four-year college could be established in that city. Will C. Wood superintendent of public instruction, pointed out that the constitution of the state does not provide for any collegiate institution except the University of California and the state teachers' colleges. He proceeded to outline courses which the people of Sacramento might pursue to establish a four-year college. The presidents of the State Teachers' Colleges, who were scheduled to meet in joint annual session with the State Board of Education at this time, were present. President McLane of the Fresno State Teachers' College, who, President Clarke explained, was the first person to propose such a plan for Fresno and other centers of population, was called upon to address the meeting. President McLane stated he considered the proper way to handle the situation was to have a commission appointed to study the problem and work out a policy for the entire state.

President Edward L. Hardy of San Diego announced it is their intention to hold a new type of teacher training conference, April 30-May 1, 1926, meeting with the superintendents and supervisors of the different districts from Bakersfield to San Diego, to discuss teacher training from the point of view of the results of the product from the State Teachers' College.

A suggested program prepared by Dr. Herbert R. Stolz, state supervisor of physical education, for the State Teachers' Colleges, for (1) Improving the Health of Teachers in Training at State Teachers' Colleges, and (2) Preparing These Teachers to Carry on Health Supervision and Instruction in the Public Schools, was approved by the State Board of Education,

as well as the presidents of the State Teachers' Colleges.

The chairman of the legislative committee, cooperating with the supervisor of agriculture and a representative of the State Teachers' College, was authorized to have the law amended relative to the course in agriculture in the State Teachers' Colleges.

The State Teachers' College presidents announced that a committee from that body is working on the problem of a uniform standard whereby students who cannot make good shall be disqualified.

President C. L. Phelps of the Santa Barbara State Teachers' College reported on the meeting of the American Association of Teachers' Colleges held in Cincinnati, Ohio, in February. President Phelps stated that standardization of State Teachers' Colleges was the principal topic discussed at the meeting.

A communication was received from Nathan Merenbach, Patriotic Instructor of Veterans of Foreign Wars, Department of California and Nevada, in which he asked for approval of an essay contest in the public schools of the state on subjects set forth in their circular No. 8. The attorney-general ruled, in response to an inquiry from this office, that consideration and work upon a partisan question by pupils of the public schools would be in violation of Section 1672 of the Political Code. The executive secretary was instructed to send this information to Mr. Merenbach.

The teacher's credential of Gayard C. Carlisle of Los Angeles was revoked on account of unprofessional conduct.

A discussion was held on the textbooks in citizenship submitted by publishers for the board's consideration. Superintendent Will C. Wood advised the adoption of a separate book for the seventh and eighth grades, placing citizenship in the first year and formal civics and the Constitution in the second year. He stated that this was in accordance with the recommendations of the Committee on Curricula.

The adoption of a textbook in civics was postponed until the July meeting of the board.

The board adopted Part Two of Book One of Smith's Human Geography for the grade for which it is adapted, beginning July, 1926.

A geography on "California" by Fairbanks was adopted by the board.

The printing of the Book of Maps and McMurry and Parkins Elementary Geography, Parts One and Two, was ordered discontinued until further notice.

No action was taken regarding extension of contracts for the Music Readers and the Fourth and Fifth Readers, which will expire July 1, 1926.

A list of high school textbooks offered for relisting by publishers was approved with the exception of certain texts listed under History, Civics, Economics and General Science, which were held for examination by members of the board before taking final action.

A letter from Robt. F. Gallagher and a number of letters from labor unions of California, urging that the Gallagher-Marsh shorthand textbook be given exclusive listing in California, were received and ordered filed.



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The application of the Humboldt State Teachers' College at Arcata for the privilege of granting the Bachelor of Arts degree in Elementary Education was granted by the board.

The following appointments made by the director of education were approved by the board:

- Edward L. Hardy, president San Diego State Teachers' College.
- C. L. Phelps, president Santa Barbara State Teachers' College.
- C. L. McLane, president Fresno State Teachers' College.
- C. M. Osenbaugh, president Chico State Teachers' College.
- Ralph W. Swetman, president Humboldt State Teachers' College at Arcata.
- B. R. Crandall, president California Polytechnic School, San Luis Obispo.
- Dr. R. S. French, president California School for the Blind.
- Dr. W. A. Caldwell, president California School for the Deaf.

The appointments to faculty places in the State Teachers' Colleges by the director of education were approved by the board.

Miss Mamie B. Lang, state commissioner of elementary schools, was authorized to attend the N. E. A. in Philadelphia, July, 1926, and to visit educational institutions in other eastern cities.

Miss Maude I. Murchie, state supervisor of Home Economics; J. C. Beswick, state supervisor of Trade and Industrial Subjects, and R. J. Werner, state supervisor of Agricultural Subjects, were authorized to attend the regional conferences for vocational education at Caspar, Wyoming.

Mrs. Evelyn A. Clement was appointed to the permanent position of secretary of the Commission of Credentials.

Tom Russell of Los Angeles was cited to appear on the second day of the July meeting to show cause why his credential should not be revoked.

The following resolution was adopted by the board:

Whereas, Mrs. Elsinore Crowell generously offers to establish scholarships under the auspices of the California State Board of Education, to be known as the George Crowell Scholarships; and,

Whereas, This board is in thorough sympathy with the noble purpose of the donor embodied in these scholarships; therefore, be it

Resolved, That the George Crowell Scholarships Committee of Award, consisting of Dr. Mariana Bertola, Mrs. Hugh B. Bradford, John Francis Neylan, Will C. Wood and Nicholas Ricciardi, and their successors, be authorized to publish leaflets concerning the George Crowell Scholarships, with the endorsement of the California State Board of Education.

The following resolution was adopted: "Whereas the question of approval by the State Board of Education of a vocational film now being produced by Mr. Grant W. Kenny of Berkeley has come before the State Board of Education for a decision; therefore, be it

"Resolved, That the State Board of Education place their stamp of approval on such film showing the vocational work done under the State Department of Education; provided, that Nicholas Ricciardi, Commissioner of Vocational Education, his staff of supervisors, and the Vocational Education Committee of the State Board of Education preview and approve the film and that the caption is to read: 'This film has been previewed and approved by the State Department of Vocational Education of the State Board of Education.'"

RETIREMENT SALARY BUSINESS

Refunds of erroneous salary deductions were granted, amounting to \$181; \$80,500 from the Teachers' Permanent Fund was invested in school bonds. Retirement salaries were granted as follows:

Five Hundred Dollars Per Annum

- Florence Chapman—Sacramento.
- May R. Duraind—San Francisco.
- Rose C. Gallagher—San Francisco.
- Rebecca T. Greene—Palo Alto.
- Antoinette Knowles—Fresno.
- Anna M. Kullak—San Jose.
- Annette Murphy—San Francisco.
- Margaret Agnes Sullivan—San Francisco.
- Mrs. Eva Whalen—Ono, Shasta county.
- Charlotte H. Getchell—Los Angeles.
- Rose McGeough—San Francisco.

Under Section 9 of the Law

- Ada L. Bistorius—Oakland.
- Mrs. Mary E. McMillan—Oroville.
- Mrs. Pearl S. Miller—Ono.
- Mrs. Maud Jones Reiter—Oakland.
- Julia F. Warren—Los Angeles.

The board adjourned to meet in San Francisco at the Fairmont Hotel, July 12, 1926.

Respectfully submitted,
WILL C. WOOD,
Executive Secretary.

The Harr Wagner Publishing Company announces new publications as follows: Study Guide for Problems in American History, by Edith King, Miss Ely and Dr. Stormzand. Price \$1.25 net, cloth; 80 cents, velumet. This book is fine for social science courses or for seventh and eighth grade history classes. Manual for Teachers, illustrates problem method, 30 cents, ready June 1st. Renaissance of Human Body, by Halldis Stabell. Many fine illustrations; new Norwegian point of view. A book that will be of great service in the rebuilding of the human body. Price \$2.

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(Continued from page 23, column 3)

Department of Library Science, accompanied the students on their visit to the state library. The class was conducted through the state library and the heads of the departments told of the resources of the state library and their work. The new state library and courts building was viewed by the visitors under the guidance of the state librarian, Mr. Milton J. Ferguson.

(Continued from page 19, column 1)

BOOK REVIEWS

MY CUT-A-PICTURE BOOK, by Edna Eliza Smaple, with illustrations from original free-hand cuttings by the author. Turning the child's interest in scissors and cutting to account, this charming little volume trains the child in muscle control, encourages his observational powers and furnishes him with simple and interesting material for reading. The book approaches study through suggested activities which give pleasure. The simple stories for first grade are freely illustrated with black and white pictures. These pictures the child studies as to size of objects, their placement in the picture and the meaning of the picture. Animals, children, brownies, all romp through this book in joyous abandon. The children are supposed to read, study and then make their own scrap books. Games and "Read and Tell" pages add interest to the work. (Silver, Burdett and Company, 39 Division street, Newark, New Jersey.)

RESEARCH FOR TEACHERS, by Burdette Ross Buckingham. It is claimed for this book that it is the first on educational research ever written for the elementary school. The author has compiled results of research work. "The purpose of the book is twofold. One purpose is to show the teacher some of the things he can use in his work—things which have been developed not merely by appeals to principles, but primarily by methods of experimentation. The other purpose—and it is one which is quite as important—is to show that the teacher has opportunities for research which, if seized, will not only powerfully and rapidly develop the technique of teaching but also react to vitalize and dignify the work of the individual teacher." (Silver Burdett and Company, 39 Division street, Newark, N. J. Price \$2.20.)

ESSENTIALS OF COMMERCIAL LAW, by Wallace Hugh Whigam, assisted in revision by C. Martin Alsager. Assuming the attitude that every good business and professional man should know enough about law to best conserve his own business without trespassing upon the rights of others, this book contains material and information for the layman. Business law, contracts, partnerships, notes, bills, drafts, etc., are all included. Believing with Carlyle that "The history of the world is but the biographies of great men," great law-givers such as Moses, Justinian, Blackstone, Napoleon and others receive their share of attention through the work they have accomplished. The book was first published in 1913, but the demand for it warranted revision and republication. (Gregg Publishing Company, 20 West Forty-seventh street, New York.)

STUDY GUIDE FOR PROBLEMS IN AMERICAN HISTORY, by Ely, King and Stormzand. The Problem Method has become such an accepted teaching procedure that it no longer needs defense for it includes the best of all of the formerly used methods. "The authors of the above named text recognizing the need for a well worked out Problem Method Study Guide for Students to accompany the state text in history, namely Beard & Bagley, have given us a splendid set of lesson plans," so says the teacher on our committee.

Not only are the problems well stated but they parallel the text book with pages given for reference as on page 25, Problem B. Page 77. How did America become a "melting pot?"

Exercise 1. Define these words. Pronounce them: 1. origin, 2. welded, 3. census.

Locate: Pittsburgh, Kentucky, Rhine Valley, Huguenots, Cambridge.

What a help to a teacher! Supplementary reading lists are given, classified as fiction or non-fiction, making for use of the library.

Study Guide for Problems in American History, A Pupil's Manual Based on Beard & Bagley's History of the American People, by Lena A. Ely and Edith King, teachers of American history, Central Junior High School, Los Angeles, California, and Martin J. Stormzand, professor of education, University of Southern California, Los Angeles, California. (Harr Wagner Publishing Company, 149 New Montgomery street, San Francisco, California. Price, cloth, \$1.25; velumet, 80 cents; Teacher's Manual, 30 cents.)

A NEGLECTED FACTOR IN EDUCATION, by George E. Walk. A monograph of interest to shorthand students and instructors. (Gregg Publishing Company, 20 West Forty-seventh street, New York.)

In these junior and senior high schools the work is not so intensive—it is more of the finding nature—leading to a desire for entrance to a trade school later on. There are eight pre-vocational schools in Pittsburgh in charge of nine shopmen and 11 academic teachers. These schools are for boys over-age and below the seventh grade. Instruction is 50 per cent academic and 50 per cent shop. Industrial subjects include wood-work, electrical wiring, shoe repairing, tailoring, auto mechanics, sheet metal work.

Seven teachers are employed in continuation schools. Pupils in regular employment attend these schools eight hours per week. Wood-work, sheet metal work, printing, electric wiring and mechanical drawing courses are presented.

There are 95 part-time co-operative apprentices in 19 plants. These apprentices work two weeks then attend school two weeks. The co-operative idea is growing.

There are four special industrial schools, in which 50 per cent of time is given to academic subjects and 50 per cent to trade classes.

Schools

These four are considered to be one school, however, even though housed at present in different buildings. The significance of this fact is that it is intended that there shall be little or no duplication but, instead, that the school as a whole shall present as wide a diversity of purposeful and appropriate vocational objectives as possible. In terms of these trade objectives, the courses offered in the trade school are classified as follows:

Woodwork, machine shop, printing, electric wiring, electric power equipment, drafting, sheet metal, telephone, auto mechanics, plumbing.

These schools are organized upon a production basis. They manufacture supplies for the board of education. All the printing of the board of education is done in this print shop, vises are made for wood working and for machinists' benches, storage board racks, wiring boards, sand tables, wiring inside and out of school buildings, are a few of the tasks of students in these schools. The schools are functioning upon a real practical basis.

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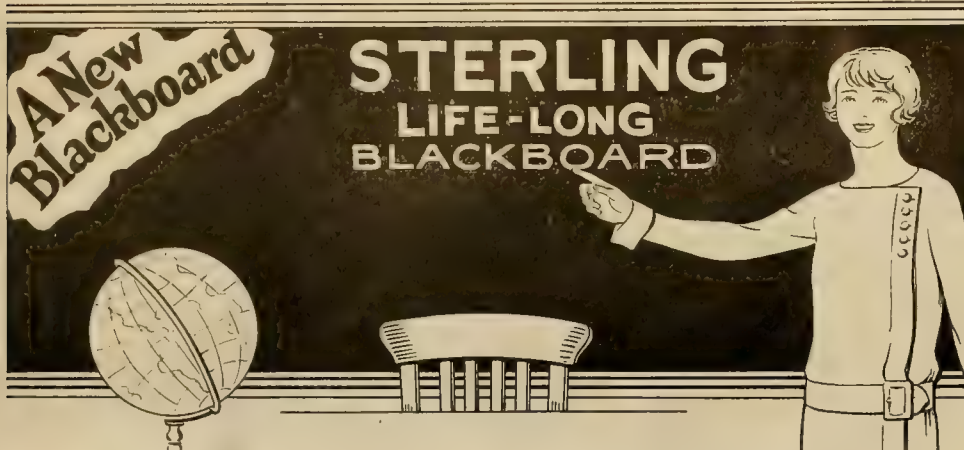


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THE WESTERN JOURNAL of EDUCATION

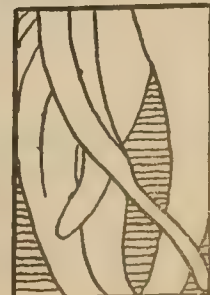
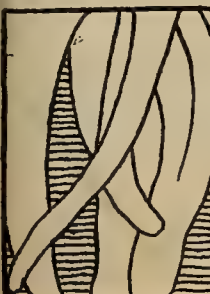


JUNE, 1926



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VOL. XXXII

SAN FRANCISCO, JUNE, 1926

Price 15 Cents

The Western Journal of Education

HARR WAGNER, Editor.

RUTH THOMPSON, Assistant Editor.

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THE WESTERN JOURNAL OF EDUCATION

149 New Montgomery St., San Francisco, Cal.

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PRE-PRIMER COURSE WORKED OUT FOR ALAMEDA COUNTY SCHOOLS

Ruth Thompson

One of the educational problems with which California has to cope is the teaching of foreigners. Children who come from homes in which the English language is not spoken are comparatively common in the schools. The primary teacher, particularly, has this problem to meet and has the task of teaching children to speak English as well as that of giving them instruction in the "three R's."

In Alameda county there are a number of schools where from 95 per cent to 98 per cent of the children do not hear the English language spoken at home, according to County Superintendent David E. Martin. "About 72 per cent of our population in this county is either from foreign countries or one generation removed from the Old World conditions," Mr. Martin recently declared.

Realizing the situation and feeling anxious to meet it in a practical and effective manner, Alice Orne Martin, deputy county superintendent of schools in Alameda county and supervisor of primary grade work, has made a close study of conditions and remedies and she has recently completed a pre-primer course, which will be tried out in Alameda county the coming year. The course is aimed to give the child a language background and to establish a preparatory course in reading, phonics and number work.

The course may be called developmental, as it presents a definite plan of work for children who are not prepared to do first grade work as outlined in the course of study. The pupils are of three types:

(1) The pupil of foreign parentage, who is handicapped by lack of familiarity with our language. This condition will continue unless special efforts are made to develop his English vocabulary with its proper use.

(2) The retarded pupil, when such retardation has been caused by physical disability or frequent illness.

(3) The pupil of low mentality.

Mrs. Martin's course as presented to the schools for work beginning next September, follows:

It is the object of the course to provide:

(1) A language background, by increasing the vocabulary of the pupil to that of the normal child, and by familiarizing him with a few of the best known nursery tales and Mother Goose rhymes.

(2) A suitable preparatory course in reading, phonics, and number work which shall be adjusted to his rate of speed.

Observation has shown that these pupils, who enter the first grade without sufficient

development in language, or who are retarded mentally or physically, are unable to succeed in the work of the grade and hence form the nucleus of the holdovers and perennial failures. It has also been noted that at the end of a year's residence in school, in nearly all cases, they seem no better able to attack the work than they were upon entering, and the logical conclusion is that we have been offering them a mental diet which they cannot digest. Experiments show that they will make real progress at their own rate of speed if the work is properly adjusted.

Time Allotment for the Course: As the material is developmental, the period of instruction must be determined by the need of the child. It may be of three, six, or even ten months' duration, or a matter of only a few weeks. At the end of the time the pupil should be fitted for the regular work of the first grade, as arranged for the normal six-year-old child, and he should then be promoted to this grade.

Selection of Pupils: At any time during the first month or six weeks of school the pre-primer pupils may be easily segregated. The work outlined and the texts suggested should be reserved exclusively for this group, in order that they may retain their interest and may not suffer discouragement from comparison with the more advanced pupils. Some pupils, originally included in this group, may develop very rapidly, as extreme shyness sometimes causes normal pupils to appear retarded, and as a result they may have been wrongly classified. When this occurs, they should be advanced immediately to the normal group. It is far better to include pupils in the pre-primer group and advance them, than to over-grade pupils and then find it necessary to demote them.

I. READING

(a) Texts.

(1) **For the teacher.**

The Elson Foundation Unit Course of Study Manual.
Hand Chart and Picture Cards.
Hand Chart Word and Phrase Cards.
Select Reading Cards (optional).

(2) **For the pupil.**

The Elson Pupil's Hand Chart.
The Easy Book.—Ayer (The Macmillan Co.)
An Easy Reading Book.—Mackey.
The First Days at School (Ginn & Co.)
Dictionary (Courtis Smith—

HUMBOLDT STATE COLLEGE TO HOLD SUMMER SESSION

Education and outdoor recreation will be combined during the Summer Session of the Humboldt State Teachers' College at Arcata, according to announcement by Ralph W. Swetman, president. Besides a comprehensive program of courses directed by the faculty, there will be organized excursions into the Redwood Empire and along the nearby ocean beaches. The summer session will extend from June 21 to July 30.

Included in the curriculum will be courses in various phases of education, school administration, library training, English, news writing, dramatics, music, art appreciation, economics, history, nutrition, biology, nature study, physical education and recreation. Under President Swetman will be a staff of experienced instructors, with these visiting members—Leo B. Baisden, superintendent of schools, Longview, Washington; George C. Jensen, developer of the Eureka School plan, which has attracted nation-wide attention of educational authorities; and Mr. F. L. Kaughan, expert on nutrition for the California Dairy Council. The subjects offered have been selected with a view to inspiration as well as instruction. Most of them will carry credits in university standing and with the California State Board of Education.

The Arcata Chamber of Commerce is cooperating with the college authorities to the end that attendants at the summer session may combine study and recreation amid the natural beauties of Humboldt county. A series of week-end excursions has been arranged to nearby points of interest. The redwood forests both north and south of Arcata, the big lumber mills and logging camps, the whaling station at Trinidad, the lagoons on the Redwood highway, the wooded sand-dunes along the beach west of Arcata, are a few objectives for outing trips.

Enrollment for the summer session is being made by Ralph W. Swetman, president, Humboldt State Teachers' and Junior College, Arcata.

Picture Story Reading Lessons).

In case this does not suffice, and a little more material is needed, read the first twenty-five pages of any easy supplementary primer, preferably not folk lore or nursery rhymes, but one with an every day vocabulary, as "The Pathway to Reading."

(b) **Sentence Cards.** (To be prepared by the teacher and presented dramatically.)

- (1) How do you do?
- (2) How are you?
- (3) Good-bye.
- (4) Come again.
- (5) Good morning.
- (6) Good night.
- (7) Thank you.
- (8) You are welcome.
- (9) Excuse me.
- (10) If you please.

A sufficient vocabulary will have been presented by the use of the texts prescribed for any amount of blackboard, silent and oral reading.

II. PHONICS

The objectives of this course are:

- (1) Correct enunciation.
- (2) Immediate recognition of the symbol representing the sound.
- (3) Ear training.

The initial sounds: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w = (oo), z, sh, ch, wh = (hoo), th.

Special attention should be paid to the correct enunciation of sounds and the proper position of the vocal organs. Sounds may be taught, accompanied by charts made of pictures of objects beginning with the sound to be presented, as ball, baby, bowl, etc., for the letter b; or by pictures of objects supposedly making the sound, as a picture of a cow saying Moo, for the letter M. For such pictures, see Gordon Manual. No effort at blend is to be attempted.

III. LANGUAGE

Objectives:

- (1) To develop a vocabulary appropriate to the normal six-year-old child and a correct use of the same.
- (2) To familiarize the child with a few of the best known nursery rhymes.
- (3) To familiarize the child with a few of the best known so-called nursery classics.

Development of Vocabulary: Development mainly through conversational lessons based upon picture charts which the teacher has made by cutting advertisements from magazines.

- (1) The Home.
 - (a) The Hall.
 - (b) The Living Room.
 - (c) The Dining Room.
 - (d) The Kitchen.
 - (e) The Bed Room.
 - (f) The Bath Room.
- (2) The School.
 - (a) The Playground.
 - (b) The School Room.
- (3) The Store.
 - (a) The General Merchandise Store.
 - (b) The Dry Goods Store.
- (4) The Farm.
- (5) What We Wear.
- (6) How We Travel.
 - (a) Automobile.
 - (b) Wagon.
 - (c) Train.
 - (d) Boat.

- (e) Ship.
- (f) Bicycle.
- (g) Airplane.
- (8) Our Animal Friends.
- (9) Our Bird Friends.
- (10) The Circus.
- (11) The Church.

Nursery Rhymes: To be dramatized, memorized, and used for hand work until characters are perfectly familiar to the children.

Texts: For the teacher—A copy of Mother Goose. Instructor Poster Patterns, Books 1 and 2, 60 cents. (F. A. Owen Publishing Company.)

- (1) Old Mother Hubbard.
- (2) Little Bo Peep.
- (3) Little Jack Horner.
- (4) Humpty Dumpty.
- (5) Little Boy Blue.
- (6) Jack and Jill.
- (7) Little Miss Muffet.
- (8) Hey Diddle Diddle.
- (9) Baa Baa Black Sheep.
- (10) Jack Be Nimble.

Nursery Tales: To be told, reproduced by the children and dramatized.

- (1) The Three Bears.
- (2) The Three Little Pigs.
- (3) The Little Red Hen
- (4) The Old Woman and Her Pig.
- (5) Chicken Little.

IV. NUMBER WORK AND SENSE TRAINING

- (1) Learning to take directions:
 - (a) up and down.
 - (b) back and forth.
 - (c) north, south, east, west.
 - (d) left and right
 - (e) over and under
 - (f) inside and outside.
- (2) Counting by objects to twenty.
- (3) Counting and writing numbers to ten.
- (4) Recognizing group of objects corresponding to numbers up to ten.
- (5) Number games 1-10.
- (6) Recognizing the colors and learning to read their names. This may be done by using color charts with the names printed beneath the colors.
- (7) Forms—square, circle and oblong, and one-half of the same by cutting, tearing, drawing.
- (8) Paper folding—16-square, and models developed from them.
- (9) Furniture making for doll house.

Texts for Teacher: First Journeys in Numberland, Harris Waldo; A Child's Book of Number, Stories.

V. PENMANSHIP

Blackboard work only. Big arm movement: circles, slanting lines, swing and curves.

VI. MUSIC AND SINGING GAMES

When possible, use Mother Goose Rhymes set to music, and the simplest of singing games in order to develop a strong sense of rhythm.

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The work is so graduated and arranged that, in order to complete it within the period, the student must work to capacity **all the time.**

The exercises in this practice Pad are not mere meaningless repetitions of various letter combinations. Each has been carefully planned to produce a definite result.

Five years of careful laboratory study preceded the publication of this Pad. Not only in the Berkeley High School, where it was responsible for the development of State Champion Typists for four years in succession, but in other high schools and adult evening schools, every exercise was tested not once but many times, under varying conditions.

The Error Sheet and Practice Sheet introduced in this Pad relieve the teacher of the drudgery and time-consuming work of studying the errors of individuals and prescribing exercises for their elimination.

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EVALUATION of CHARACTER EDUCATION THROUGH CURRICULUM PROJECTS

By MRS. ELLA KELTING

Third and Fourth Circuit, Grant School, Oakland, Calif.

- I. Love of the beautiful.
 1. Conservation of plants and flowers.
 2. Civic pride: a. At school.
b. At home.
 3. Co-operation.

II. Project: Conservation of plants and flowers.

III. Procedure.

Wild Flower Project

One of the most interesting studies our class has made this year is that of the wildflowers of our locality. Beginning with a suggestion from our principal that each room make a collection, the project has grown to proportions that I did not believe possible at the start. We have one hundred thirty-two flowers on our list, and now specimens are brought in right along.

The children became interested at once. On their way to and from school, on their hikes and automobile trips, they keep on the lookout for both old and new specimens. In some instances the parents have brought flowers to the children when they were not with them on a trip, which shows that we have reached beyond the members of our class.

When the children bring flowers to school, they name as many of them as they can. Those which they do not know, others of the class may remember. The new ones are put aside until such time as we can find out their names. Each kind of flower is kept in a glass by itself, and is labeled and placed where all may see it. We have had splendid help from the Oakland Museum in naming unknown specimens.

We have correlated our Nature Study with English, in their stories telling of their trips, when we did not have time to hear all of them orally. The following is the language contribution of one of the children, a little girl who was particularly happy while working on this project:

Eileen Goodwin

Age 9—High Four Grade.

A SPRING DAY

Oh how nice it is to have spring again, for now I can wear my light dresses. I love to have the flowers spring up. They are a great help to me for I can brighten up my house with pretty colors like a rainbow. I can wave my hands to the flowers as they nod in the wind.

My dollies and I will play house in the grass where the yellow dandelions can watch us. When I am tired with my dollies I will play with the dandelions for my pupils. They will write on the blades of grass with their yellow fingers. When I go to bed I dream of the spring flowers.

During the drawing period covers for two booklets are being made, using a conventionalized flower for the decoration. The cover for "Our Wild Flower" booklet will have the one unit used which the children have worked out. In this book each child will write his own story of our project, together with a list of all the flowers. The other booklet for penmanship

will have a border using the unit worked out for the first one.

The project, which began in a small way, has reached out in various directions. The alertness of the children for different kinds of flowers has led them to see other things going on in nature, which went unobserved before. They take great pride in keeping the room filled with flowers of all kinds, both wild and cultivated. We have had as many as fifty different kinds of wild flowers, and fifteen cultivated flowers in the room at one time, in addition to plants, pretty vases and pictures, which the children either give or "loan" to the room. Lastly, before a flower was a flower, or just a "weed," now it is individual. To them it is not a weed any more, and not even ugly, for it has a name and a definite place in nature. Not only has their sense of beauty been awakened, but they have learned for themselves that it is only helping to care for, and not to destroy, these flowers, that they will have beauty of the same kind again next year.

The project culminated in a fine exhibit of community pride when the members of the class bought packages of flower seed and in a carefully planned trip, scattered their seeds on the hillsides around Grant school, and upon every empty lot within a radius of four blocks of the building.

The children are anticipating a profusion of flowers next spring. Their labors may produce no visible reward, but their respect for property, and their desire to save the flowers, both wild and tame, from ruthless destruction are tangible results of this project.

The appended list shows the flowers collected and studied up to this time:

1. Alfalfa
2. Beach Aster.
3. Beautiful Clarkia.
4. Bladder Parsnip.
5. Blue Eyed Grass.
6. Bed Straw or Cleaver.
7. Blue Milla.
8. Blue Lupine.
9. White Lupine.
10. Brass Buttons.
11. Brodiaea.
12. Bristly Ox Tongue.
13. Buckeye or Horse Chestnut.
14. Buckthorne Weed.
15. Burr Clover.
16. Butter and Eggs or Owl's Clover.
17. California Bee Plant.
18. California Poppy.
19. Wild Carrot.
20. Catch Fly.
21. Cat Tail.
22. Chick Weed.
23. Chile Tar Weed.
24. Coffee Berry.
25. Collinsia.
26. Common Geranium.
27. Common Groundsell.
28. Common Monkey Flower.
29. Common Plantain.
30. Common Yarrow or Tansy.

31. Cotula.
32. Cow Parsnip.
33. Cream Cups.
34. Dandelion.
35. Dog Fennel or Mayweed.
36. Eriophyllum.
37. False Tidy Tips.
38. Field Madder.
39. Flaming or Wind Poppy.
40. Filaree.
41. Forget-me-not.
42. Gamble Weed.
43. Gilia (small).
44. Godetia.
45. Golden Lily Bell or Diogenes' Lantern.
46. Harvest Brodiaea.
47. Hay Field Tarweed.
48. Hedge Mustard.
49. Hedge Nettle.
50. Hill Lotus.
51. Horsetail.
52. Indian Paint Brush.
53. Indian Pink.
54. Indian Warrior.
55. Innocence.
56. Iris.
57. Mallow.
58. Manzanita.
60. Mariposa Lily.
61. Marsh Buttercup.
62. Milk Thistle.
63. Milkweed.
64. Miners' Lettuce.
65. Mission Bell.
66. Montia.
67. Morning Glory (Wild).
68. Mother of Thyme.
69. Napa Thistle.
70. Nightshade.
71. Oakland Star Tulip.
72. Onthera.
73. Ookow.
74. Pelican Flower.
75. Phacelia.
76. Pig Weed.
77. Pimpernel.
78. Pineapple Weed.
79. Pink Clover.
80. Pink Paint Brush.
81. Plantain Erecta.
82. Poison Hemlock.
83. Poison Oak.
84. Polygonom.
85. Popcorn Flower.
86. Pussy Willow.
87. Red Clover.
88. Red Maids or Portulaca.
89. Red Thistle.
90. Salsify.
91. Shepherd's Purse.
92. Shooting Star.
93. Smooth Cat's Ear.
94. Snake Root.
95. Soap Plant.
96. Solomon's Seal.
97. Sorrel.
98. Sour Clover.
99. Stickey Monkey Flower.
100. Sun Cups.
101. Sunflower.
102. Sunshine or Gold Fields.
103. Tooth Wort.
104. Trillium.
105. Twin Berry.
106. Vetch.
107. Violet Snapdragon.
108. Wall Barley.
109. Water Buttercups.
110. White Clover.
111. White Everlasting.
112. White Sweet Clover.

(Continued on page 18, column 2)

SONOMA COUNTY MUSIC MEMORY CONTEST

National Music Week was observed in a very interesting and fitting manner by the rural schools of Sonoma county. On Saturday, May 8, over twelve hundred pupils, teachers, parents and friends gathered in the high school auditorium at Santa Rosa to take part in or witness a county music memory contest, in which contestants were also entered from Solano county.

In January a list of thirty of the world's best musical compositions, such as the "Prelude in C Sharp Minor," by Rachmaninoff, and "Waltz of the Flowers," from the "Nutcracker Suite," by Tchaikowsky, etc., was sent out to the schools by Miss Florence Dow, county supervisor of music, containing in addition to the selections, the names and nationalities of the composers. The selections were studied by means of the phonograph mostly although the radio and local musicians helped. Correct spelling was also required.

Twenty numbers were chosen from the list for the final contest, only a part of each number being played. Out of one hundred and forty-one contestants who entered, thirty-six received perfect scores and were presented with perfect score pins. Twenty-three others missed the recognition of just one selection, receiving blue ribbons.

Each school was represented by a team of three, and team as well as individual prizes were given. Team prizes consisted of large beautifully framed pictures for the school room, donated by the Victor dealers of Sonoma county.

Arcadia, a small one-room school, won first place with three perfect scores. This same school won first place last year and second place the year before. El Verano, a three-room school, took second prize because, although every recognition was perfect, one member of the team made one error in spelling. Maacama, a one-room school, tied with Windsor, a three-room school, for the third place.

While the papers were being scored, an interesting program was given consisting of several miscellaneous numbers, interspersed with community singing, climaxed by an operetta, "An Adventure in Wood-

land," presented by sixty-five children from the fourth, fifth and sixth grades of the Washington grammar school, Petaluma, directed by Mrs. Agnes Rusk, supervisor of music of Petaluma.

An orchestra of thirty-five pieces and a chorus of one hundred seventh and eighth grade pupils from nine rural schools added to the enjoyment of the afternoon.

This is the third year that Louise Clark, county superintendent of schools, has held a contest in the county, the present one being by far the largest. This makes ninety selections that the pupils have learned. The Music Memory Contest has become a happy, yearly event in the rural school life of Sonoma county, an event to which teachers and pupils alike look forward with pleasant anticipation and in which they enter with unbounded enthusiasm.

MODERN SCHOOL READERS PRAISED IN NEWSPAPERS

"California School Work in Radio Interests U. S." was the eight-column head carried on the radio page of the San Francisco Examiner, Sunday, May 23, when the radio editor, Thomas Nunan, featured the educational work of KGO, General Electric Company, and the radio stories in Book IV of the Modern School Readers by Ruth Thompson and H. B. Wilson, superintendent of the Berkeley schools. The readers are published by the Harr Wagner Publishing Company. Nunan also quoted from an article on radio work written by Grace C. Stanley for the National Education Magazine, wherein school work on the radio was explained. The story in full follows:

"Radio, the full development of which is a task for the rising generation, has already got into the text books of the public schools and the story of it is becoming as familiar to the children of today as were 'The Wreck of the Hesperus' and 'The Boy Stood on the Burning Deck' to the youngsters of a less scientific era.

"California, pioneering in this as in so many other things, has taken the initiative in bringing radio to the pupils in the lower grades. Class room instruction broadcast

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(See page 5)

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April 7, 1926.

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A. L. BARKER, *Principal*,
McKinley School, Berkeley, California.

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If you have not seen these books, ask for detailed information. The price to schools is \$55 for the ten volumes—with over 8,000 half-tone pictures.

F. E. COMPTON & COMPANY
60 California Street, San Francisco

by KGO under arrangement with schools in Oakland during the past year has held the attention of the pedagogical world.

"In the new Book Four of the Modern School Readers series issued by the Harr Wagner Publishing Company of San Francisco appears an educational article called 'A Visit to a Radio Studio' and written in simple language and pleasing style, yet carrying in detail the story of broadcasting. KGO is the studio described. The child who finds entertainment in the reading will know more about the subject than his parents are likely to know. Ruth Thompson, by whom the story was written, has had much experience in radio work. She and Harry Bruce Wilson, superintendent of the Berkeley schools, are the authors of the school-book series.

"The California public school experiments in classroom use of radio are approvingly reviewed in the May number of the Journal of the National Education Association, published in Washington, D. C. This journal, in an article by Grace C. Stanley, discusses the work of KGO in the Oakland schools and tells of its extension to Los Angeles, Fresno and Stockton. It says:

"Mrs. David Martin of Oakland acted as chairman of the KGO programs, assisted by Ruth Thompson, assistant editor of the Western Journal of Education, San Francisco, and Alice Eggers of the music department of the Oakland High School. The Los Angeles committee consisted of H. L. Eby, chairman; Myrta McClellan, Mrs. Lucy Gaines, all of the Southern Branch of the University of California, and Mrs. Emma M. Bartlett, head of the music department of the Inglewood High School. The Fresno programs were under the direction of C. L. McLane, president of the Fresno State Teachers' College, and his able faculty. The Stockton programs were directed by R. H. Allen, principal of Jefferson Elementary School, Stockton.

"As a result of the radio work, it is stated, the teachers gave special care to the preparation of the lessons, county schools were enabled to listen in on the city lessons, some of the sets thus used being made by the pupils, and parents were enabled in some degree to study over

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"The possibilities for this method of teaching are almost unlimited," says the writer in the Eastern publication, commenting on the California experiments. "By the use of radio the work of a great teacher can be immeasurably extended. Such a system of lessons by radio, together with plans and suggested readings and activities, could bring the most scientific methods into the most remote districts."

Ruth Thompson, the author of the radio stories mentioned and of "Comrades of the Desert," "Our Neighbors Near and Far," "Type Stories of the World for Little Folk," as well as of the Modern School Readers, is "Aunt Betty" to the KGO Kiddies' Klub and in that capacity conducts the children's hour on KGO every week.

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SCHOOL SYSTEMS AND SCHOOL PERSONALITIES

By Wm. M. Culp

FULLERTON GRAMMAR SCHOOLS An Outstanding Educational System in Southern California—the Home of Ex- ceptional School Organizations

C. A. Marcy, District Superintendent

Twenty-eight miles south and slightly east of Los Angeles lies Fullerton—a most pleasing Southern California community. Fullerton is a town of broad paved streets, pleasant homes and pretty gardens. Many of the homes lie in the section that was once a walnut orchard. The huge trees are still upon the lots and in the summer time the overhead mass of green leaves makes the homes shaded bits of luxuriousness.

Fullerton is near the heart of the Valencia orange section and in its immediate vicinity are oil wells from which the wealth has come that has made Fullerton such a high grade community.

The Fullerton High School and Junior College with its imposing group of buildings, under the leadership of its head, L. E. Plummer, has a nation-wide reputation.

We write particularly of the Fullerton grammar schools and of C. A. Marcy, the district superintendent, who during the last six years has been making the Fullerton grammar schools known as a place of real accomplishments in the educational field. In administration, supervision, in community co-operation, Mr. Marcy has played an able schoolman's part. He knows what is doing among the educational theorists and he is able to make use of that which is really practical for his community.

Fullerton is able to pay good salaries for teachers and Mr. Marcy credits the success of the grammar school program to the excellence of its teaching corps and its fine co-operation with community and administration. In the five principals of Fullerton's five grammar schools Mr. Marcy has an exceptionally fine group. Miss Harriet Sherwin, principal of the Ford Avenue school, is one of the best primary edu-



C. A. Marcy
District Superintendent Schools, Fullerton, Calif.

cators in the state; Miss Emma G. Myers, principal of the Chapman Avenue school, gives courses in education in Middle West summer sessions; Miss Winifred M. Wonders is principal of the Wilshire Avenue school, a thoroughly departmentalized seventh and eighth grade building; Mrs. Helena K. Smith, principal of the Maple Avenue school, and Miss Anna Fries, principal of the Harvard Avenue school, administer two excellent elementary schools (Miss Fries having charge of an intermediate school).

The school system of Fullerton consists

of three outstanding kindergartens, beautifully housed and equipped; three primary, one intermediate and one upper grade building conducted as a junior high school. The enrollment in the five schools and kindergartens totals 1428; 65 teachers are in the grammar school system.

One hundred and forty-one thousand dollars are spent annually in the upkeep of Fullerton grammar schools. The school buildings represent a cost of around \$355,000. Every school has a playground with good equipment. The school grounds run from three and one-half to seven and one-half acres each.

Mr. Marcy believes in the use of educational tests if they are used constructively and are given constantly over a series of years to gain a cumulative record of the child's mental processes and progress. Mr. Marcy in classifying a pupil makes use of a four fold approach. Mental tests used include the National Intelligence tests, the Stanford-Binet, and Haggerty (primary). Achievement tests include the Stanford-Battery, Woody-McCall, Thorndike-McCall, and Ayres-Buckingham (spelling). In addition demand is made upon the teacher's judgment of the pupil and an evaluation of his physical environment is used. In this manner a careful and scientific grouping of pupils in all grades has been made for giving the children the exact training they needed.

Of especial note is the running of parallel courses throughout the school system in spelling, arithmetic fundamentals, and penmanship. The tone of the entire student body has been heightened, for by running parallel courses the pupil can go to the class that fits his point of advancement and secure the correct tutelage.

The organization and development of the Wilshire Avenue school, the departmentalized seventh and eighth grade unit, has been Mr. Marcy's foremost achievement. Every subject in this school is departmentalized. Special teachers are employed in "special subjects." There are two art teachers, two music teachers, two physical training, two manual training, and two domestic science teachers. Many principles of the junior high school are included in this upper grade building: the merit system, including the teaching of citizenship through action. Good English practice, morals and manners, clubs, sports, exhibits, library, school campaigns, honor roll, all play their part in this school.



Wilshire Elementary School Library, Fullerton, Calif.
Hazel L. Roche is librarian at this school



Chapman Avenue School, Fullerton, Calif.



Wilshire Avenue School, Fullerton, Calif.

Fourteen clubs keep up a live interest. They include in their number Radio-mechanics, Boys', Girl Scouts, Camera, Newspaper, Orchestra, Girls' Glee, Boys' Glee, Art Library, Sewing, Home Nursing, Dramatics. The school paper, the "Wilshire Echo," is well edited and is a material factor in building up the school spirit.

The school library under the direction of Miss Hazel Roche, the librarian, has been of foremost value. It is housed in one of the most beautiful rooms in the Wilshire building, cozy, sunshiny and light. It is decorated in many ways with pictures, is equipped with tile-patterned, inlaid linoleum, has new tables, desks and a good collection of books.

The use of educational trips by Mr. Marcy as a reward for good scholarship and citizenship has been a very dominant factor in creating intense interest in school work in the Wilshire building. Eight boys and eight girls are chosen every report card period of six weeks. Selection is made of those boys and girls who have made the largest percentage of report card gain over their last report card. In this manner the poorest student has as much chance to earn an educational trip as a poor one, for he is competing with himself for the privilege of earning a trip. The two chosen for citizenship earn the trip by having the highest number of merits.

These trips are one and two-day expeditions. Several teachers personally supervise such trips. This year Mt. Lowe, California Orange Show (at San Bernardino), Catalina, and San Diego have been visited. The San Diego trip was a two-day affair. The itinerary of the trip included visits to Tory Pines, La Jolla, First Palm Tree, Sierra Cross, Coronado, North Island, Stadium, Balboa Park, Museum of Natural History, California Building, the Zoo.

Father's Night is an annual event. On the day of this affair the school is dismissed for the afternoon, and reassembles in the evening and the regular program continues. Many parents visit the school at this time and see the school in actual operation. After classes a general program is given.

The health program provides proper health supervision. A trained nurse and attendance officer is employed. The serving of milk to the under-nourished is one of the nurse's many activities. This work is constantly correlated with the physical training program so that every child is guided as carefully as possible in his growth and development.

In athletics, both boys and girls, the Fullerton grammar school students hold most of the championships in Orange county.

The Fullerton grammar schools are in

capable hands and the citizens of Fullerton have in Mr. C. A. Marcy as district superintendent a man who understands his job and is delivering the goods and is carrying out a real constructive educational program.

IRA C. LANDIS

Ira C. Landis, superintendent of Riverside county schools, has accepted the position of supervisor of elementary education in the Riverside city schools. As assistant to A. N. Wheelock, superintendent of Riverside city schools, Mr. Landis will handle all elementary school problems.

Mr. Landis takes his new position September 1st. He will receive a substantial increase in salary over what he received as county superintendent. The county superintendents will lose an outstanding administrator who understood the county school problems. Mr. Landis has been in his present position seven and one-half years. He has been prominent in civic affairs in Riverside. He is a past president of the Kiwanis Club, is president of the Riverside Y. M. C. A. and is prominent in other local affairs. He is a member of the board of directors of the California Teachers' Association.

During his county school administration Mr. Landis' program of development of the rural schools has been a foremost feature. His objective has been to reach every child with the best possible school facilities. He believes the best will be developed when



Ira C. Landis
County Superintendent of Schools, Riverside, who has accepted a position as assistant city superintendent

you get the largest possible co-operation between teachers and the people of a community, and when the people actually participate in school affairs.

Through his organization of the supervisory forces in his county after the passage of Amendment No. 16 Mr. Landis has tried to keep in active touch with every community. Groups in various sections have been organized for monthly conferences on local school problems. Representatives from each group also meet regularly in county offices to discuss county educational questions.

The greatest success is wished Mr. Landis in his new field of educational work.



Huntington Park School Exhibit, San Gabriel School

SAN DIEGO COUNTY SCHOOLS



Ada York
County Superintendent
of Schools, San
Diego, Calif.

With the completion of the Lake Henshaw and Lake Hodges dams, northern San Diego county has entered upon a period of extensive growth. Thousands of acres are being put under water. Vista, Santa Fe Ranch and Fallbrook have new irrigation systems. San Diego city itself has been growing so gradually these last few years that one can hardly realize that it is now a city of 150,000

inhabitants. San Diego city and all San Diego county is in the throes of an incipient boom. For land is still comparatively cheap compared to Los Angeles prices and with water available practically anything can be grown.

With this material advancement has come a marked educational growth. As it is San Diego county ranks tenth in California in wealth, but is fifth in point of school enrollment.

Of charming disposition, a speaker of remarkable clearness and force, Miss York stands out in California as one of its foremost women county superintendents. She is vice-president of the executive board on Research and Service in Rural Schools—a problem in which she is vitally interested.

There are eight town systems in the county, such as those of Coronado, Escondido, Oceanside, Fallbrook, National City, El Cajon, La Mesa, Julian, exclusive of the city of San Diego proper. There are thirteen union schools, embracing some thirty-nine single districts, but there are in the county still forty-six one-teacher schools. For many of these schools unionizing is not practicable, because of the long distances between schools, and because of the mountain roads leading from school to school.

The chief educational contribution of Miss York's administration has been the enrichment of these distinctly rural schools. Aided by the possibilities afforded by Amendment No. 16, the special teachers of music, art, physical education, and nature study have visited these schools regularly and have co-operated with the teachers for the carrying out of an excellent program.

Another feature of Miss York's work that has helped lift the standards in the rural schools has been the coherence of effort directed toward specific improvement of rural schools among various organizations in the community and in the county. Many of the old-time buildings have been altered so as to change the lighting and in other ways to make the school modern hygienically. The County Health Department has been an active ally of the superintendent's office in improving the sanitary conditions in the rural schools. The Health Department has also contributed the services of three school nurses. Many clinics have been held throughout the various places in the county where the services of physicians and dentists have been donated to the cause.

In these health clinics, attention has been given to children of pre-school age.

These pre-school age clinics are one of the latest educational developments in the United States.

Besides the above contributing factors to the school program there has been active work by educational committees of the various farm bureaus and local chambers of commerce. Miss York has been very successful in co-ordinating these many agencies, all working toward a definite program of improved school conditions in the open country.

In addition, the regular routine work of the county office, covering as it does a multitude of detail in the apportioning of school money and in approving of school expenditures, in the keeping of records, in handling of teachers' certification and in linking the various school districts with the state department, has been taken care of most efficiently by a force of five deputies in the office.

John Gray Imel, field assistant; Bessie M. Book, assistant superintendent; Harvey A. Russell, bookkeeper and deputy; Charlotte McLean, deputy, and Charles C. Shell, supervisor of attendance, have been of the greatest assistance in the able administration of the county schools by Miss York. And this last year sees the culmination of their best efforts in the San Diego county educational program.

SERVES IN ONE COUNTY FOR THIRTY YEARS

With the exception of two years' teaching prior to coming to Bishop and four years in another school within two miles of the one where she is now employed, the whole thirty-two years of teaching service experienced by Miss M. E. Truscott has been in the Bishop elementary school.

Miss Truscott has seen her school grow from a three teacher country school to the largest union district in the county. She has filled satisfactorily practically every position in the school from primary teacher to supervising principal. Many children have known no other teacher, having been with her in her various promotions until they finished the elementary school. The school now employs eleven teachers.



A. P. Shibley
Superintendent of Schools, El Centro, Calif.

B. M. GRUWELL

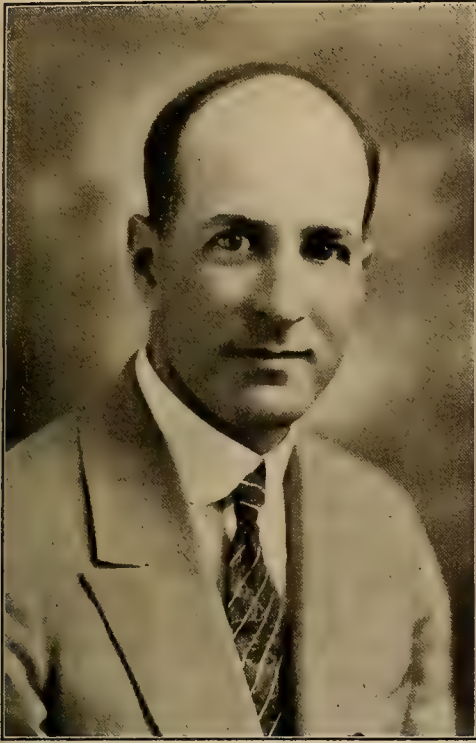
The appointment of B. M. Gruwell as superintendent of El Centro grammar schools as successor to A. P. Shibley, who goes to Huntington Park, has caused most favorable comment in Imperial Valley. Mr. Gruwell has been a resident of Imperial Valley for the last fourteen years and understands its educational problems and difficulties. These last six years he has made a success of his administration of the Holtville grammar school and has just finished a building program that has made his school one of the best plants in the valley.

As a member of the Imperial County Board of Education Mr. Gruwell has done his part in making a progressive course of study.

Mr. Gruwell goes in as superintendent at El Centro with the best wishes of all his friends and colleagues. His common sense and his knowledge of the financial end of his position will aid him in making a success.



Huntington Park School Exhibit, Pacific School



Homer F. Aker
District Superintendent of Schools, Holtville, Calif.

HOMER F. AKER

Homer F. Aker, principal of the Lincoln school, El Centro, succeeds B. M. Gruwell as district superintendent of Holtville grammar school. This is Mr. Aker's second year in California. Last year he taught at Vista in San Diego county.

Mr. Aker is a young school man from the Northwest. He is a graduate of the Oregon Agricultural College and is intensely interested in rural education. His previous experience includes two years' work with the Oregon Agricultural College Extension Service and three and one-half years in high school work in Oregon and Washington.

He has acted as director of the Junior Department in three Summer Sessions of O. A. C. He has been a member of the State Board of Education of Washington and has acted as supervisor of agriculture of Chehalis and Lewis counties, Washington. As supervisor of these counties and as member of the Washington State Board of Education he drew up the present state course in agriculture for the state of Washington. Mr. Aker came into the state last year a new man, started at the bottom, secured his administrator's credential and is on his way up.

HUNTINGTON PARK GRAMMAR SCHOOLS

William L. Stuckey, superintendent of Huntington Park grammar schools, has had much activity in his growing schools this curriculum year. A 20 per cent growth in school population over last year has brought the enrollment to 4000 pupils. The expenditure of \$375,000 of bond money has been used for adding new auditoriums of 600 capacity to seven schools and also has been spent for the construction of 40 additional rooms at existing plants.

In April occurred School Exhibit Week. For three days and nights the exhibition was held in a large building down town. Display was made of different teacher and class room projects of all kinds, from kindergarten through eighth grade.

As parents thronged the booths there were Art, Home Economics and Manual Training demonstrations. Visual education was presented with two moving picture machines. Competition for prizes occur between the various schools of the system. For the last two years this school exhibit has been a tremendous success.

May 7 was a May Day Play Day. On the Huntington Park high school athletic field in the morning 4000 pupils took part in all kinds of drills and dances. Twenty-five May poles were in operation at one time. The spectacle was a beautiful one of gaily dressed participants. In the afternoon were held intermediate school games and contests. This May Day program was in charge of Mrs. Lucile Nollae, supervisor of physical education. She was ably assisted by Miss Esther Johnson, Miss Elizabeth Bartlett and Leonard Dykes, physical education teachers.

MRS. GEORGINA RITCHIE

District Superintendent of Bell Schools
In Mrs. Georgina Ritchie, the new district superintendent of the Bell city schools, California has a new, charming administrator of real Scotch birth and descent. Mrs. Ritchie is a graduate of Buckie high school, Scotland. She also graduated from the Church of Scotland Training College, Aberdeen, and then attended Marischal College of the University of Aberdeen for a year. Her first school experience included four years in the Buckie high school.

During the latter two years, because of the ill health of Mr. Alexander Muir, superintendent of schools, Mrs. Ritchie carried on the administrative work of the district. From Mr. Muir, one of the most

notable educators in all of Scotland, Mrs. Ritchie gained much in regard to school and administrative matters.

Mrs. Ritchie came to this country fifteen years ago. She taught in the Lord Selkirk school in South Vancouver. Five years ago she came to Bell as a teacher in the Atlantic school when Bell only had one school and thirteen teachers. Next year she was made principal of the Atlantic school. Later she became principal of the Woodlawn school, a position she held for two years, and then was principal of the larger Harding school.

Mrs. Ritchie has been attending classes at U. S. C. almost continuously since coming to Southern California and is cognizant of California and especially Bell school problems. Her system now includes four schools and a teaching force of near forty-five persons.



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NEWS AND COMMENTS

Harr Wagner

LOS ANGELES COUNTY LIBRARY SERVICE PRAISED BY MARK KEPPEL

That the Los Angeles County Free Library grows in proportion to the well-known rapid growth of Los Angeles city and county is evidenced by the demand for increased service. Helen E. Vogelson, librarian, and her staff are busy supplying the great needs of a large county and county schools system.

Regarding the service extended by the library and its efficiency, Mark Keppel, Los Angeles county superintendent of schools, declared recently:

"I am glad to tell you of the success of the county free library in Los Angeles county. From year to year more districts have joined the county free library, until now the enrollment outside of cities having city libraries is almost 100 per cent.

"I believe the county free library of Los Angeles county is as efficient as any other department of the public service."

Arthur Chamberlain delivered the graduating address to the students of California School of Arts and Crafts on May 21, in the fine new building, Broadway and College avenue, Oakland.

The School Women's Administration Organization gave a luncheon at the Palace Hotel Saturday, May 22, under direction of Mary M. Fitzgerald, deputy superintendent of schools of San Francisco. The principal speakers were Rabbi Newman and Superintendent J. M. Gwinn. Mrs. Prag, Arthur Chamberlain and Harr Wagner made brief remarks. It was a very interesting event and Mrs. Fitzgerald deserves praise for the successful way in which she conducted the affair. Her success helps to prove that women have administrative ability.

POMONA COLLEGE SUMMER SESSION

With Mrs. Adelia A. Samuels, author of "About Face in Education," in charge of the Demonstration School; with Karl W. Gehrken, past president of the Music Supervisors' National Conference, offering courses in public school music; and with Reginald Pole offering a course in play production, the Pomona College Summer Session will feature the departments of education, public school music and dramatics. Many additional courses in these fields are given and the program of recitals, lectures and other events has been built up to add interest in the work of these departments.

The program offered is of such significance that the Department of Education of Mexico has chosen Pomona College as the summer school to which they will send a number of their picked teachers and two exchange students from the National University.

The dates of the session are June 21 to July 30.

There has been considerable agitation in Chicago over the use and adoption of text books written by teachers of the department. Superintendent McAndrews, who has been judgment on fundamental problems of administration, says: "Teachers should be encouraged to write text books." The class room teacher who produces a manuscript that publishing houses will manufacture reflects honor and credit to the school system. The writing of a successful text book is kin to the production of a great poem, a great picture, or a great song. When a city, state or nation fails to recognize talent, then we become a nation of mediocre citizens.

The Research Guidance banquet given in the Masonic Temple, Los Angeles, on May 29, under the personal direction of Herbert F. Clarke, was a successful affair. Doncaster G. Hunn acted as chairman. Four-minute talks were given by the following:

1—Dr. Elizabeth L. Woods, vice-president California Educational Research Association. (Southern Section.)

2—Raymond B. Dunlap, president Child Welfare and Research Association of Los Angeles.

3—Moses W. Chandler, president High School Research Association of Los Angeles.

4—Georgia C. Shane, president Present Day Club.

5—Dr. Frank C. Touton, president Southwestern Educational Research and Guidance Association.

6—Herbert F. Clark, president Vocational Guidance Association of Southern California.

Harr Wagner acted as toastmaster and introduced Superintendent Susan M. Dorsey, who made a speech on "The Guidance for Culture, or a Larger Life." The entire audience stood at attention as she rose to speak. Her thoughts were presented in elegant diction. Superintendent Will C. Wood, state superintendent, was given an

ovation and spoke eloquently on "Guidance for Leisure Time."

The music rendered by Joseph Jean Gilbert, J. H. Thomas, Miss Mildred M. Campbell was greatly appreciated. Mr. Clark, Mr. Dunlap and the various committees deserve great credit for "knowing how."

Miss Margaret M. Tindall, principal of Bassett school, Puente, California, is one of the recipients of awards in the prize contest conducted this spring by Current Methods Magazine, Columbus, Ohio. The conditions of the contest called for "the best lesson-plans which utilize current events in the teaching of history, social problems, economics, political science, problems of democracy, or any other of the social studies."

It is interesting to note that Senator Samuel M. Shortridge has consistently refused to leave Washington and enter on his campaign for re-election until the Senate adjourns. He has given California a fine example of public service. It is seldom that a man of his oratorical ability is a hard and consistent worker in committees and in details. But his six-year record in the Senate shows that he has accomplished legislation, appropriations and been of personal service to thousands of citizens in San Diego, Los Angeles, Fresno, San Francisco, Sacramento, Eureka and other places. He is a Senator who represents every school district in California.

The committee for the State of California of the Sesqui-Centennial International Exposition American Youth Award and American Teacher Award met at Galileo High School, San Francisco on Saturday morning, June 5, at 9:30 to make the final selection of the boy and girl and teacher to be awarded the free trip to Philadelphia and Washington, D. C., and receive a medal from President Coolidge. The final selections were as follows: Boy: Harry Logan, 2041 Glendon, Westwood, West Los Angeles, California; girl: Pauline Gagnebin, 1411 Fairview avenue, Berkeley, California; teacher: Miss Alice Belle Williston, 93 South Nineteenth street, San Jose, California.

The alternate selections were as follows: Boy: Walter Kar, 3233 E street, Sacramento, California; girl: Mary Juanita Blackburn, 1229 West Thirty-eighth Place, Los Angeles, California; teacher: Miss Pearl Milner, 1133 Rimpaw boulevard, Los Angeles, California.

Superintendent Harriet Lee of Yolo county has announced that she will not be a candidate to succeed herself. Her refusal to run is due to the action of the grand jury in failing to co-operate in increasing the salary so that it would be a reasonable amount for the duties performed. Superintendent Lee has been devoted to the schools and has rendered splendid service and it is unfortunate that Yolo county citizens do not insist on the salary of school superintendent being at least equal to the salary paid the sheriff of the county. No candidate has appeared for the office. The loyal teachers propose to let the office "go begging" as a rebuke to the members of the grand jury.

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UNITED STATES CIVIL SERVICE EXAMINATION

The examination for educationist (rural education) is to fill a vacancy in the Bureau of Education, Department of the Interior, and vacancies occurring in positions requiring similar qualifications. Applications must be on file at Washington, D. C., not later than July 6.

The entrance salary is \$3800 a year. After the probational period required by the civil service act and rules, advancement in pay without material change in duties may be made to higher rates within the pay range for the grade up to a maximum of \$5000 a year.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of U. S. civil service examiners at the post office or custom house in any city.

LEROY NICHOLS ELECTED HEAD OF TEACHERS' ASSOCIATION

Leroy Nichols, principal of the Turlock High School, was elected president of the Stanislaus County Teachers' Association at the close of the annual meeting of the organization at the Modesto High School recently.

Other officers elected were: Frank Russell, Modesto Junior High School, vice-president; Mrs. Lulu Moorehead, rural supervisor of schools, secretary and treasurer; executive committee, J. C. Templeton, principal Hughson High School; A. G. Elmore, county superintendent of schools; E. P. Halley, principal of the Patterson High School, and Mrs. Bessie Robinson of the Empire Grammar School.

Miss June Ward, rural school supervisor, and C. S. Morris, dean of the Modesto Junior College, were named delegates to the meeting of the National Educational Association at Philadelphia, June 26 to July 3. Miss Ward will represent the elementary schools, while Dean Morris will be the delegate from the secondary schools at the national meeting.

NEW BUILDING FOR TAMALPAIS HIGH

Principal Wood and the trustees of the Tamalpais Union High School are having plans prepared by one of the teachers in the school, for the erection of a concrete school building providing ten or more school rooms. The building when completed will be about as large as the present main building. The new building will be erected back of the present main building and will be built by day labor. The Tamalpais Union High School has over 800 pupils at present, and during the January term the trustees look to have this number increased to 1000.

NEW SCHOOL DEDICATED IN SOUTH SAN FRANCISCO

A. C. Olney, state commissioner of secondary education, gave the principal address at the dedication of the new grammar school in South San Francisco, May 27. Other speakers on the program were Roy W. Cloud, city superintendent of the Redwood City schools; Supervisor Thomas L. Hickey; Pansey Jewett Abbott, superintendent of San Mateo county schools, and the principal of South San Francisco elementary schools, A. C. Kleemeyer. A special election for the furnishing of the new building is to be called in July.

GEO. H. HARLAN JUNIOR COLLEGE PRESIDENT

The Junior College trustees of San Rafael held their first meeting on May 25 and on motion of Trustee George Rodden, George H. Harlan was unanimously elected president and Mrs. Ada M. Fusselman secretary.

It was decided by the board to have a preliminary survey made of all the high school students in the country to ascertain the number who will be eligible to attend the Junior College when it opens at Kentfield some time in August. Arrangements are to be perfected with the trustees of the Tamalpais Union High School district in order to procure a lease of the old George Butler home tract, which was acquired by the district several years ago. When this is done the trustees will proceed to provide for class rooms.

Several names were presented to the board for head of the college, but the board decided to weigh the matter carefully before making a selection. It will be the policy of the board to select only university graduates for teachers.

BOND ISSUE SUCCESSFUL AT SANTA BARBARA

Voters of Santa Barbara High School district, by the largest majority ever given a bond issue of its kind, ten to one, on May 25 approved bonds for a \$450,000 junior high school to be built on Modoc road north of Mission street.

At the same time voters of the city by a majority of approximately 12 to 1 voted bonds to the amount of \$150,000 for a new elementary school at Valerio and Robbins streets.

Actual construction work on the two new schools will start as soon as bonds can be sold and the contracts awarded.

Teachers' Agencies and Placement Bureaus of Berkeley and Los Angeles report that many principals and superintendents are visiting their offices and early placements are being made. They also report that the supply of teachers is not excessive.

SCHOOL MASTERS ELECT OFFICERS

The Orange County School Masters' Club held its regular spring meeting at the Orange High School Saturday, May 8th. The day was spent in playing tennis, horse-shoes, volley ball and indoor baseball. In the evening some 75 members gathered at a banquet meeting where a musical program and lecture was enjoyed. Mr. Thurston, secretary of the Southern Section of the C. T. A., was present and gave a short talk. The principal speaker of the evening was Mr. C. W. Rowland of Santa Ana, who gave an interesting lecture on the history and manufacturing of gold leaf.

The following officers were elected for the coming year: Mr. R. P. Mitchell, county superintendent of schools, president; L. L. Plummer, principal of Fullerton high school, vice-president; L. W. Archer, physical director of the Santa Ana Willard Junior High School, secretary-treasurer.

The organization voted to meet at Fullerton for the 1926 fall meeting, and at Huntington Beach for the spring meeting in 1927.

San Diego educators are interested in trying to secure an organ for their new high school auditorium.

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I. K. U. CONVENTION

By Elga M. Shearer
Kindergarten - Elementary Supervisor
Long Beach, California

The thirty-third annual meeting of the International Kindergarten Union was held in Kansas City, Mo., May 4 to 7, inclusive. Delegates from over thirty states were in attendance, together with representatives from China, Japan, Bulgaria, Mexico and England.

The organization, which has at the present time 187 branch societies, 21 life members, and 1733 associate members, has from its establishment stated as its purpose "to gather and disseminate knowledge of the kindergarten movement throughout the world, to bring into active co-operation all kindergarten interests, to promote the establishment of kindergartens, and to elevate the standard of the professional training of the kindergarten."

That the International Kindergarten Union is now earnestly studying the needs and promoting the welfare not only of the children of kindergarten age, but also of those of the pre-kindergarten and post-kindergarten periods, was reflected in the gathering recently held at Kansas City. A program of unusual merit dealing with the problem of reading readiness and reading commanded the thought of the delegates for an entire session. The major address on this program was given by Dr. Wm. S. Gray of the University of California. The speaker reviewed the outstanding scientific investigations that have been carried on in the field of beginning reading up to the present time and pointed the way to the work that remains to be done in determining when children are best fitted to enter upon the mastery of this art.

In contrast to the consideration of this program, heretofore so largely regarded as a responsibility for primary teachers alone to bear, was the exceptionally splendid presentation of the major phases of the nursery school movement. Leading the consideration of this aspect of early childhood education was Miss Patty S. Hill, Teachers' College, Columbia University. The tremendous importance of the 2 to 4 period in the child's development was emphasized and the phenomenal progress that has been made in the scientific study of the care of these tiny tots in nursery schools was revealed.

It is impossible to mention, even by way of enumeration, all who contributed in an invaluable way to the strength of the program. However, the briefest report would be incomplete were it to omit the names of Superintendent H. B. Wilson, whose evening address on "Character Education" was one of the high lights of the convention, and Dr. Wm. S. Burton, who received a tremendous ovation in response to his discussion of the question, "What the Teacher Has a Right to Expect from Supervision."

That the International Kindergarten Union, which is affiliated with the National Education Association, the General Federation of Women's Clubs, the National Congress of Mothers and Parent-Teacher Associations, and the National Council of Primary Education, is instigating some of the most forward looking movements in early childhood education, was evident to all who attended this convention.



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NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Tuesday and Wednesday, June 22nd and 23rd, 1926. For further information apply to Secretary Board of Education, City Hall, San Francisco.

COURSE IN DANCING IS THOROUGH

Denishawn, the Ruth St. Denis and Ted Shawn School of Dancing and its Related Arts, has a very artistic and successful branch school in San Francisco.

One of Miss St. Denis' theories is that all dancers should have both professional and teaching experience so that after a few seasons of dancing in her company a girl must take her turn at teaching. Pupils gain their teaching experience under Mr. Shawn's direction in the New York Denishawn and are then placed in charge of one of the branch schools. Betty Merle Horst, who is directing the San Francisco school, danced in Miss St. Denis' company both in this country and abroad and also taught in the New York and Los Angeles Denishawn.

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WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

Miss Bessie Cole, acting principal of Theodore Roosevelt Junior High school, San Jose, has been appointed principal.

Earl Towner, head of the music department of the San Jose State Teachers' College, recently made public his resignation from the college faculty. He will continue his professional work as a "free lance" in San Francisco.

Marysville electors on May 18 voted to issue bonds valued at \$375,000 for the construction of a new high school.

H. W. Dodd, superintendent of Allentown, Pa., schools, is just completing a \$3,000,000 building program. Two large junior high schools are building and four large elementary schools have been completed. Another bond issue for more buildings is on the way. Four hundred and twenty-nine teachers handle the 14,000 pupils enrolled in the Allentown schools.

The McKinley school, Santa Monica, of grades four, five and six, enrolling 700 pupils, is functioning on the platoon plan. Superintendent Frederick F. Martin is very enthusiastic about the success attained in this school.

The new Madison elementary school is just being completed. This school occupies a whole block, six acres in the heart of the city. The building is composed of fourteen rooms, library, cafeteria, and auditorium. The plan of architecture is Old English and is of brick construction. The use of Tiffany finish in the auditorium, library and corridors is a new departure. The school will be used as a departmental fifth and sixth grade unit. Being so centrally located the plant will be used as a community service center. University extension courses will be given there.

By a three to one majority, voters of Sunnyside on June 1 authorized the \$13,500 bond issue to provide for needed improvements to the Sunnyside grammar school.

The special tax for the purpose of building an auto shop at Jefferson Union High School, Daly City, carried last Friday with a vote of 112 to 50. W. J. Savage is superintendent of schools in Colma and Daly city.

Harr Wagner, editor of the Western Journal of Education and president of the Harr Wagner Publishing Company, is in Philadelphia. While there he will attend the Sesqui-centennial, as he served by appointment of Governor Richardson on the California award committee. Mr. Wagner will also attend the meetings of the National Education Association. He expects to return to California the first week in July.

PRESENTED LIFE MEMBERSHIP IN N. E. A.

At the closing meeting of the City Teachers' Club in Long Beach, the superintendent of schools, W. L. Stephens, was presented a life membership in the National Education Association by the members of the club.

Mr. Stephens has been superintendent of the Long Beach schools since 1912. Regarding the superintendent's work, Eugene I. Fisher, a member of the Board of Education, recently wrote: "Long Beach owes a debt . . . particularly to Mr. Stephens, who has been the directing genius of the schools through their most important period when the city increased from a modest little town of some twenty thousand population to a great municipality of one hundred and twenty-five thousand population, with a school system numbering twenty-five thousand pupils."

LONG BEACH "QUARTERLY"

The current issue of the "Quarterly," which is published during the school year by the Long Beach City Teachers' Club, is devoted to the junior high schools of Long Beach and is dedicated to W. L. Stephens, superintendent of schools, in these words: "The junior high school edition of the Teachers' Club Quarterly is dedicated to our superintendent, William L. Stephens, whose large professional vision has brought to successful maturation the junior high school idea in our city. We pledge to him our loyalty and cooperation that our schools may move on to greater things professionally."

The "Quarterly," which is illustrated and contains seventy-two pages, is of exceptional interest. It was printed by the students of the Polytechnic High School and various supervisors and teachers have written reports concerning their departments. The reports are interesting, suggestive of future work and show that a firm working foundation has been established.

"The Why and How of Junior High Libraries," by Alice Frost, though written in humorous vein, contains such truths that every librarian and teacher will recognize and perhaps catch some of the spirit of humor, humanness and optimism which it carries and applies to every day troubles and problems. All of the reports should prove helpful to other educators.

Plans and specifications for the new \$25,000 grammar school at Robbins in the Sutter Basin have been completed and have been accepted by the trustees of the district.

W. P. Dean, assistant superintendent of Modesto schools, has accepted a four-year contract offered to him by Modesto board of education. Salary for the first two years will be \$3200, an increase of \$250 over what he is now getting. For the last two years the salary will be \$3400. The boost in salary was recommended by W. E. Faught, superintendent of city schools.

The new Alameda High School is called the "last word" in school construction in the West. The auditorium, which seats 2300, is used as a community civic center. Upholstered opera chairs and a pipe organ and modern stage equipment are accessories.



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INSPIRATION FROM PLUMAS COUNTY

Plumas county, "The Gem of the Sierras!" It is a county of surpassing beauty. Its many miles of mountain roads are surprisingly good but they seem endless to the busy mortal who has work that takes him over ranges of mountains. The official whose duties require him to travel needs to be unusually resourceful in a mountainous county. In an article filled with interest and inspiration Miss Edith Gantt, county librarian of Plumas county, tells how she keeps in close touch with the teachers and the custodians of the branches of the county library.

She says, "The great problem of library work in a mountain county like Plumas is that of contact with your people. Custodians and teachers can do better work if they can come into the County Free Library headquarters occasionally, see the books and talk over things. The majority of our custodians never get into headquarters and only a few of the teachers are seen by the librarian except on the annual library visit to the schools. The distances to be traveled over mountain roads and the expense make such visiting almost impossible. So some other method has to be used. The plan of monthly letters to the custodians has been followed for about twenty months now and it has more than justified the work entailed. In a library with only one assistant there are times when it is impossible to get the monthly letters out on time, occasionally one is bi-monthly, but on the whole they go out quite regularly. Many routine matters are taken care of, through these letters, but the chief purpose is to arouse and maintain interest. Suggestions are made about introducing the borrowers to various

classes of books, which sometimes bear surprising fruit.

"The schools and libraries should work together everywhere, but in a county like ours with so few people, it is absolutely necessary. The whole matter of children's reading, for instance, is so closely related to the schools that the libraries must consider them. The 1924 county library report showed too small a proportion of juvenile reading and the whole branch work reflected it. The county superintendent of schools, Mrs. Vivian Long, and the county librarian made several trips together and the long hours in the automobile between schools were used to discuss the matter thoroughly. The children were not only failing to use the library branches but they were not reading properly in the schools. Mrs. Long instituted a new method of teaching reading which served to awaken the teachers, who needed it, and put her chief emphasis on reading for several months.

"The County Free Library, meanwhile, had started a Reading Club among the children. Lists were printed for each grade from the third through the eighth. When a child had read and reported on books entitling him to fifty credits, averaging ten books, he was given a diploma by the county librarian and this fact was noted in the Library Chat in the two weekly newspapers of the county. The books are sent to the branch libraries and the teachers hear the reports on the books. The teachers and custodians work together splendidly, practically without exception. It is interesting to note that the first year several teachers complained that the books were too difficult for the children. This year we have not had these complaints. Several of the teachers have spoken of the great improvement among the children who were reading. In many cases this included whole schools above the first grade. One teacher found four brothers in her third grade in her one teacher school. She was also the custodian of our branch library and talked reading club until the children joined and started their reading. That year, the two older of the four brothers won their third and fourth grade diplomas and were reading on their fifth grade. At the same time they covered the work of two and one-half years' work in school.

"Another school was composed of Swiss-Italian pupils, only one of whom spoke English at home. The teacher in talking over the matter was appalled by her problem. The children gabbled their reading lesson and had no idea of its content. They were unable to read an arithmetic problem intelligently. Some of these children were in the fifth and seventh grades and a book such as Fairbanks' California had to be read aloud by the teacher, paragraph by paragraph. Aside from insisting upon English on the school ground, the real teaching of English speech and pronunciation, this teacher aroused interest in the Reading Club. The whole matter was left to her discretion. Diplomas were given to fifth grade children where perhaps one out

of ten books was a fifth grade book, the majority third grade. Seventh grade pupils received diplomas on fifth grade books with perhaps some third or fourth grade books, as well. But the reading of ten books was a real achievement for these children and keeping them interested though hard work, it was, I think, a real triumph for the teacher. The second year these children were doing almost normal reading according to their grades.

"Every teacher in Plumas county is required to do a certain amount of professional reading and this is handled in the same manner as the text books. Probably the most delightful contact with the teachers comes through supplying their personal reading. As one teacher told us, the county library was all that saved her soul alive in her isolated school, which was quite devoid of all community life and interests. Much can be done to improve our service for the schools and keep us in closer touch with the teachers through monthly letters and this is being started this spring. Occasional letters and notes do not answer. There are so many things we would like to call to their attention, new pictures, new records, interesting books for themselves, as well as routine matters like the return of books, etc.

"The main work of the county library with the branches and schools is practically the same throughout the forty-two California counties which have County Free Libraries. The only difference with us is that our population is so small we feel it imperative that we have every one over six years of age as an active borrower of library books. In fact, we urge on the mothers the value of reading to the babies from the nursery rhymes on."

FOURTH DISTRICT MEETING

It seemed fitting that the first convention to be held in the new Hotel El Tejon, Bakersfield, should be that of the fourth district of the California Library Association with Mrs. Julia G. Babcock, county librarian of Kern county and president of the district, presiding and Miss Muriel Wright, formerly assistant in the Kern County Library but now librarian of Tuolumne county, acting as secretary.

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The meeting opened auspiciously with a most unstudied friendly welcome extended by Mr. Stanley Abel, supervisor from Taft. He is also editor of The American County, the official publication of the supervisors of the Western States. He spoke in emphatic terms of the splendid service of the Kern County Library and predicted that the time is not far distant when a county library building will be erected on the lot owned by the county, near the court house and across from Hotel El Tejon. Mr. J. B. McFarland, supervisor from McFarland, also spoke in terms of certainty concerning the prospects for a county library building. The presence of these supervisors gave much pleasure to the librarians.

Two school men were on the program and proved to be inspiring speakers. A most excellent talk entitled "Smiles" was given by Mr. Lawrence E. Chenoweth, county superintendent of schools.

"Hints" from Mr. Charles E. Teach, city superintendent of the Bakersfield schools, were exceptionally fine. Mr. Teach proved to be a strong friend of the county library as he has had a concrete illustration of its effective service. Bakersfield with its thirteen elementary school buildings and attendance of over four thousand pupils is probably the largest school unit served by any county library. It was a big undertaking. Such excellent service was given, however, that its continuance was requested by the principals of the schools.

"Reading With the Public" was the subject ably presented by Miss Bessie B. Silverthorn, librarian, Stanislaus County Free Library.

"A Trip to Mt. Whitney," as told by Miss Gretchen Flower, librarian Tulare County Free Library, made the ascent of that formidable peak appear so easy that Mr. Ferguson suggested that the next meet-

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ing of the California Library Association be held on its summit and that Miss Flower act as guide for the convention.

Miss Anna Hurlbut, children's librarian, Fresno County Free Library, told two stories in such a captivating way that each listener felt the story was being told to her personally and not to a room filled with people.

Mrs. Theodora R. Brewitt, president of the California Library Association, gave her views on "Critical Aspects of Library Service."

"Fresno's Service to the Sick and Aged" was the topic of Miss Sarah E. McCardle, librarian Fresno County Free Library.

As Mr. Milton J. Ferguson, state librarian, reviewed "Fifty Years of Library Progress," he brought most clearly before his audience the limitations of the libraries of the past, the advantages offered by the libraries of today and the plans for their greater usefulness in the future. When the American Library Association came into existence in 1876 the mechanical processes by which library service is facilitated were practically unknown. Cataloging, classification, book stacks, etc., have developed in the last fifty years.

Among the states California stands forth as the one that has forged ahead most rapidly in realizing the slogan, "Books for Everybody."

**KINGS COUNTY CUSTODIANS'
MEETING**

The custodians of Kings county met at the county library headquarters in the court house at 10 a. m. May 6. Roll call of custodians followed greetings from Miss Julia Steffa, county librarian, each custodian present telling the characteristics of her particular branch library and something of her service. Two custodians who had held office ever since the county li-

brary began—Mrs. Warren of Corcoran and Mrs. Bartlett of Lemoore—gave good accounts of the growth of their branches. The three county owned buildings were described—Grangeville erected on school grounds and partially paid for by the

(Continued on page 18, column 2)



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BOOK REVIEWS

INDIANS OF THE ENCHANTED DESERT, by Leo Crane; From California to the deserts of the west, including those in California, Arizona, Nevada and New Mexico, go moving picture people, artists and writers, all searching for that elusive thing called "atmosphere" and for inspiration. Realizing that desert life is a part of the life in western United States, educators, too, are interested in the desert and they encourage the children to read of it in correlation with history, geography and reading.

One of the most recent books off the press is "Indians of the Enchanted Desert." The author, Leo Crane, has ruled four different Indian reservations. It is said that he knows the Indians of the Southwest better than any other writer on the subject. In his book he describes the Moqui reservation, containing nomad Navajos and the mesa-dwelling Hopis, whose settlements are among the oldest American communities.

The material in this volume is not only informational but it has a story quality which leads even the casual reader on; and it has that charm which only those who truly love our great American deserts can express.

The opening chapters, which carry some descriptive material, breathe the true desert spirit and carry a reminder of those other writers who have dwelt within desert borders and written of their experiences: Edna Brush Perkins, J. Smeaton Chase, Mary Austin and John Van Dyke. The touch of the true desert lover cannot be mistaken by those who have felt the spell. It is sincere beauty and that beauty Leo Crane has caught.

The illustrations are photographs and there are many of them. Great stretches of desert, desert hills, desert sky, desert homes, desert dwellers, in fact many of the phases of desert life are beautifully portrayed.

This book is suitable for high school and college reading and should certainly be on the shelves in every library for general reading and for reference work. (Little, Brown & Company, 34 Beacon Street, Boston, Mass. Price \$5.00.)

THE CLAPP DRILL BOOK IN ARITHMETIC, by Frank Leslie Clapp. This series consists of fourth, fifth, sixth, seventh and eighth grade books and is accompanied by a teacher's manual. The author of these books believes that "The psychology of arithmetic is largely that of formation and of reasoning." He declares that habit formation is accomplished through drill. Hence these drills, which are supposed to be used for short periods at regular intervals. The teacher's manual explains the method and establishes the material upon a working basis from which it has been proved excellent results may be obtained. (Silver, Burdett and Company.)

FRENCH'S CATALOGUE OF PLAYS, by Samuel French. In this pamphlet are listed hundreds of plays with enough descriptive matter to assist the director in his choice. (Samuel French, 23 West Fifty-fifth street, New York.)

AMERICAN CHILDHOOD, A Nursery, Kindergarten and Primary Magazine, Carolyn Sherwin Bailey, editor. This attractive magazine, which is to be issued monthly, was formerly published under the name of Kindergarten Review and later it was called Kindergarten and First Grade. Now its scope has grown broader still and it appears in new form and under a new title. The content of the April issue is composed of educational articles, songs and plays for children, "Something to Do" pages, and other features. (Milton Bradley Company, Springfield, Mass. Subscription price, \$2.)

(Continued from page 5, column 3)

113. Wild Broom or Deer Weed.
114. Wild Cucumber.
115. Wild Heliotrope.
116. Wild Hollyhock.
117. Wild Honeysuckle.
118. Wild Lilac.
119. Wild Mustard.
120. Wild Pansy.
121. Wild Pea.
122. Wild Onion.
123. Wild Rose.
124. Wild Radish.
125. Wild Strawberry.
126. Wire Grass or Yard Grass.
127. Woodland Star.
128. Woolly Breeches or Yellow Forget-Me-Not.
129. Yellow or False Lupine.
130. Yellow Sorrel.
131. Yellow Sweet Clover.
132. Zygadine.

(Continued from page 17, column 3)

school; Hardwick, remodeled from an old church building, and Stratford. Phases of interesting community service and not a little work with the foreign born were brought out.

At the completion of roll call Miss Steffa introduced an interesting feature—different members of the staff gave talks, following the history of the books from their selection through the various processes necessary for getting them into the branches and to the borrowers and back on the shelves of headquarters. Miss Steffa herself described book selection and book ordering. Mrs. Florence Malott took up the story, telling of the accessioning, cataloging, the pasting of book pockets and dating slips. Miss Helen Arnold next described the work of selecting the shipments for the branches, the processes involved in

getting out special request books—including the requests sent to the state library—the keeping of borrowers' records.

In a lively manner Miss Arnold pointed out many ways the custodians could help make the service run smoothly and explain misunderstood points to patrons. Miss Alice Hall then described the care of books, mending, recasing, etc., and the periodical service. Miss Maude Middleton concluded this part of the program with a very clear and complete account of the county library service to the schools.

Later visited the Hanford Public Library. There the gracious assistant librarian, Mrs. C. W. Robinson, showed a building that was homey and beautifully kept and a collection of books of very high grade.

The afternoon meeting convened in the supervisors' room, Miss Steffa occupying the chairman's usual place and the four speakers the chairs of the other supervisors. Mrs. Clara Coldwell, chairman of Americanization work in the Hanford High school district, opened the meeting with an interesting talk on her Americanization work, which has become only a part of the larger problem of adult education. She brought out clearly the way the librarian can help by directing the foreigners to the right classes, even bringing any who were too shy to venture alone, and helping persuade high school graduates not going on to college to enter special night school classes now being planned for their further education. Mrs. Coldwell is one who has the refreshing viewpoint that the schools and the libraries can go hand in hand in this important work of adult education.

Miss Sarah McCardle, librarian of the Fresno County Free Library, developed her theme of "He profits most who serves best" in an interesting manner. Showing first the many ways in which the branch custodians can give the most satisfactory service, she proved by examples and by her enthusiastic belief in county library work, that after all they were the gainers by the tasks well done.

Mrs. Robinson added an entertaining feature to the program by a reading from Justin Huntley McCarthy's "If I Were King," splendidly given. She responded to an enthusiastic encore with the delightful selection "The Brook."

Miss Mabel R. Gillis, assistant state librarian, ended the program with a brief history of the state library and a description of its resources, open to all Californians.

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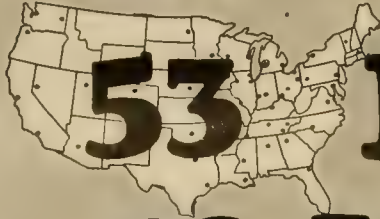


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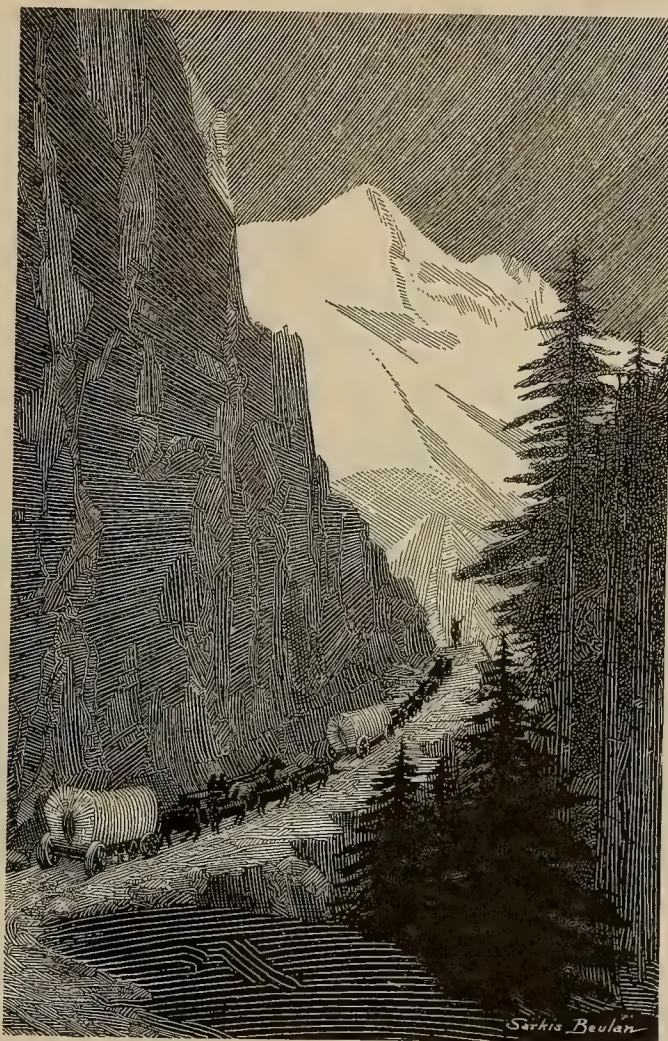
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THE WESTERN JOURNAL of EDUCATION



JULY, 1926



WESTWARD IN A COVERED WAGON

Sarkis Beulan has drawn this picture illustrating "Westward in a Covered Wagon", an extract taken from Joaquin Miller's autobiography for the Modern School Readers, Book V (Thompson and Wilson). Sarkis Beulan was born in Armenia and educated in the United States. He is making forward strides with his pen and ink work and a great future is prophesied for him. Though his work has appeared in many magazines, his first work for children was done for the Modern School Readers, beginning with Book IV. An exhibition of Beulan's drawings will probably be held in San Francisco this fall, sponsored by leading persons in the art world in the West.

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SAN FRANCISCO, JULY, 1926

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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DAYS TO BE OBSERVED DURING SCHOOL YEAR

The problem that is faced by every teacher, particularly the rural school teacher, as to new material that may be used for the school holidays, is more or less a serious one. Realizing this and wishing to serve the teachers, the Western Journal of Education will continue its policy this year of carrying program material that may be adapted to the peculiar needs of any school district.

The program material this year will be in the form of projects and plays. Ruth Thompson, assistant editor of the Western Journal of Education, author of several texts that are used in elementary schools, and the "Aunt Betty" on the radio to the K. G. O. Kiddies' Klub, is writing a series of plays that will be run in the magazine the month before each holiday. Projects or plays are being prepared for the following days; Admission Day, which will appear in the August issue; Columbus Day, September issue; Armistice and Thanksgiving, October issue; Christmas, November issue; Lincoln and Washington, January issue; Arbor Day, February issue; Memorial Day, in April, and Closing Day, in May.

"The Union's Gain" is the project-play that will appear in the August number. Children may make scenery and costumes themselves as simple or elaborate as they choose. The play brings out the history, beauty and glory of California, whose entrance to the Union was truly "The Union's Gain"! Poetry, music, drama, all play their part and the play has definite value as a project; it has beauty and interest as a play and its correlation with history, literature, music and art make it truly worth while.

The aim will be in each of these projects to make them practical, simple and of educational value. Teachers may write, or have their pupils write, about the production of these plays and worth while suggestions will be passed along to other teachers through the medium of publication in the Western Journal of Education. Extra copies of the magazine may be obtained if they are ordered in advance.

THE TEACHING OF MATHEMATICS

By P. M. Fisher

(Director of Academic Subjects in Senior High Schools, Oakland, California.)

The following Director's Bulletin, forwarded to the senior high schools in Oakland, by the author, with the approval of Superintendent Fred M. Hunter, contains material that should prove of value to every teacher and supervisor.—Editor.

To any one familiar with the courses of study and classroom procedure, there are two trends that are manifest in the mathematics department.

The first is an insistence upon knowledge and skill in the fundamental operations in the arithmetic of the grades. The second is apparent in the quickening of interest in Algebra, Geometry and Trigonometry, by pointing out their interrelations and their application to the uses of man, in invention, industry, and general understanding.

It is conceded that the process of acquiring knowledge of mathematics has no "jazz" accompaniment. It requires the exercise of patience with routine, and observance of logical relations. The subject lacks quick emotional appeal, and therefore is likely to prove unattractive in itself to youth. Its lack of color and the requirements of Spartan qualities in its pursuit tend to make it a school bugaboo, especially to those who are looking for something "easy" and who resort to the plea that "it is too hard for girls" or "too exacting for boys". We all recognize that there are exceptional cases; but it is at least interesting to note that a similar plea is made by individuals against foreign languages, some phases of history, some branches of science, harmony in music, and the exercise of memory in stenography.

The teacher faces a situation somewhat peculiar, because of the unprecedented discoveries of science, making life easier, and multiplying means of comfort and popular amusement. Her pupils are reacting to these conditions. On the other hand, with rapidly increasing population, competition for the means of living tends to grow keener. Her students will be thrown into this struggle soon. How can she help them meet it? She is called upon to add to their joy in life now, and she is doing it. Should she not somewhere in their school course put into their thoughts the ideas of duty, and of joy in hard endeavor?

Our psychology of pedagogy is improving, and we are making learning processes more pleasant; but those students are most likely to succeed in the life after school who have learned in school to exert themselves—to achieve. If we do not believe this, how are we justified in our requirements?

The teaching of mathematics has improved greatly, because teachers have improved; but when all is said that may be said about an "easy way", the teacher who is overexercised about making it easy, and therefore does most of the work herself, is

likely to fail as a teacher—and fail to win and hold the regard of her class in the end. And she wonders why.

The teachers of mathematics who are doing the best work are those who recognize this, and act accordingly.

Some Difficulties

Since mathematics is popularly considered a difficult subject, and since we are carrying on under a statute requiring attendance at school, it follows that the percentage of those unable or unwilling to do mathematical computation, except the most elementary forms, is increasing. Our enrollment in the subject in high school grades will therefore be comparatively small unless we recognize differences and adapt our courses to them.

The student whose ambition and ability point to college must clearly meet college requirements. The prospective engineer cannot look for easy lines—he must face difficulty without flinching.

The student looking for a general education within the high school range must do well what he attempts in mathematics, as a general principle of wholesome school attitude.

The grade below these, if it takes mathematics at all, must be met on its own plane. The subject must be given in somewhat diluted or limited form, and repeated if need be until fairly understood and enjoyed as far as taken. This situation is being worked out in varying degrees and by differing methods in the various high schools of Oakland. In the intensive study now being given on curriculum making by the administrative and teaching forces, clear vision should come and a way found to meet the situation.

The Teacher's Manner and Methods

The mathematics classes should be met with composure. Apparent excitement or distraction does not induce a promising student attitude, especially in a subject in which the emotions play so small a part. The teacher's voice should not be strained or high pitched. This wears her out and either disturbs the student or finally makes him indifferent to it, leaving no compensating advantage to the teacher. She and the class should not be talking at one and the same time. The student should not be permitted to recite in phrases, or unrelated sentences. A satisfactory recitation in mathematics is a good lesson in English as well.

In no subject is the constantly recurring "Why?, Why?" more pertinent, its answer more important to progress.

In assignments it is not well to give too

(Continued on Page 9, Col. 2)

MANUSCRIPT WRITING

By Lilian E. Talbert

Supervisor and Lecturer in Education, State Teachers' College, San Francisco.

During the past few years a change in the method of teaching writing in the primary grades has been taking place. The new system is known as Manuscript Writing and is nothing more than printing reduced to its simplest elements.

For years little children have spent weary hours in an effort to obtain correct position, slant, and free muscular movement even before muscles have been developed. Results of tests in writing at the end of the second year show how fruitless the effort has been, and conscientious teachers have given up in despair or labored on patiently ever hoping that in time the way out would finally be shown.

Manuscript Writing, first introduced from England, into the training school of Teachers' College, Columbia University, has answered such a need. At present it is being practiced in many leading cities in the United States and primary teachers are accepting it wholeheartedly for the following reasons:

1. There are no failures in manuscript writing. All children do well and write legibly. Some pupils of six years of age surpass their teachers both in speed and form.

2. All forms are simple, and there is evidence of greater ease with a minimum of fatigue. In cursory writing the child is taught to keep the pen on the paper until the complete word has been written. But in the newer method there is not only a rest period at the end of every letter, but there is a relaxation of the child's muscle at the end of every stroke. As in making the letter K there are three simple strokes after each of which the child experiences the relaxation of the tension set up in the procedure.

In the process of learning the child needs but master one alphabet which is the printed one he must acquire before he can read the printed page. He will find, too, that one effort will suffice for both the reading and writing done in the first few years of school.

4. Manuscript writing gives the child a means of expression almost from the first day. It is so simple all children can use it freely.

5. The child's individuality is maintained. No two children write exactly alike.

6. In spelling children lose fewer points through illegibility.

Equipment

To aid the teacher in successful practice she should realize the importance of equipment and material.

For herself she should have the models as presented in the Talbert-Cooch "Primer in Lettering."*

For the children of the first grade horizontal lines should be ruled with crayola four inches apart on the blackboard. The chalk used should be soft. All work by the children should be done on the blackboard. Four grades above the first the child should use pencil and paper as for drawing, and pens with nibs flat or round, varying as to the type of work to be done.

When brushes are used a medium Japanese or lettering brush is desirable

For ink, a good writing fluid ink should be used.

Method

The method of presentation is important that speed and form may be acquired. The organization as presented in the Talbert-Cooch "Primer in Lettering" will bring definite results.

In Section I, **Step One**, drill on small letters based on straight lines, and circles with movements from right to left are presented. Words built on these elements only are included for practice. Form and spacing with rhythmic drills give interesting practice work.

Step Two includes drills on circles based on the reverse curve from left to right and completes the small letters of the alphabet. From these, words and simple sentences are built up.

Step Three includes the analysis of capital letters with drills on special names and titles.

Motivation and Drill

Motivation is carried on through material rich in thought content, through problems, and through creative work. This latter includes the printing of programs; tickets; labels for flower shows; greeting cards; valentines; health charts; book covers; posters; all over patterns; candy boxes; monograms; calendars; book ends, etc.

Rhythmic Drill is carried on—

a. By counting, singing, and by writing to the rhythm of selections played on the phonograph;

b. Through unconscious imitation in copying good models;

c. Through creative work as in verse writing, letter writing, etc.;

d. Through drawing simple borders and designs, using curves and straight lines as units;

e. Through illuminated lettering, using colored crayons.

Standards

Among standards developed are:

1. Ability to make the right choice.
2. Standards of relationship between space and line.
3. Orderly arrangement and neatness of work.
4. Appreciation of form design, proportion balance and harmony.

Tests

Standard tests have not been established in America, as the movement is too new.

At Columbia University reports are most favorable.

In the State Teachers' College, San Francisco, results in the high first grade show that in speed the pupils surpass the median of those of the second grade in cursory writing, Ayers Scale.

In England, tests by Dr. Kimmens show that of 15,000 children under twelve years of age the speed and quality was superior to that of the standard in cursory writing.

From these findings it is evident that manuscript writing should command the attention of every conscientious teacher and supervisor.

James A. Joyce, superintendent of the Taft grammar schools, is having his teachers and pupils present a wonderful exhibit at the State Fair in Sacramento this autumn.

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**ORANGE GRAMMAR SCHOOL'S
WORLD'S FAIR**

By Wm. M. Culp

During this last semester there was held at Orange a Child's World's Fair under the supervision of George C. Sherwood, superintendent of Orange grammar schools. It is the first world's fair sponsored by school children as a school project that we have noted in the Western States and was a success. The picture gives an idea of the research and study that the pupils of the system pursued in presenting the spectacle, which was the result of nine months' study and investigation by the children. The classes from the kindergarten through the eight grades had been assigned different countries and were required to make a special study of their particular assignments. Interest and enthusiasm far exceeded expectations. The American consuls to the different countries received letters of inquiry and they heartily responded by sending valuable literature, pictures and articles characteristic of the country which they represented; for instance, Scotland sent samples of their different plaids with the clan names affixed. A correspondence between the school children of Orange with those of Alaska and Hawaii was started and continued through the school term. Many boxes of interesting material were sent by the children of both territories. Twenty-one countries were represented in costume, song and dance. Many of the costumes were made in the home-economics department. The history of transportation on land, water and in the air was skillfully carried out by the boys in the manual training department.

The purpose of the fair was to stimulate an interest in geography and to bring the children in personal touch with foreign countries and people, establishing their reality, so that these countries would never again be just a colored spot on the map and their people mere characters in fiction. The result was satisfactory and not only an interest in different nations was aroused, but the importance of good letter-writing was impressed upon the minds of the children.

From an educational viewpoint, the fair cannot be over-estimated and Superintendent George C. Sherwood has decided to continue the work from year to year on a broader and better scale.

John Aseltine has been principal this last year of the new junior high school, Woodrow Wilson, in San Diego, located in the East San Diego section of the city. The school started with an enrollment of 1450 pupils. Mr. Aseltine has been teaching in San Diego since 1919. He is a Stanford man, Phi Beta Kappa and Phi Delta Kappa. At Stanford Mr. Aseltine majored under Prof. Cubberley in education and in 1925 received his master's degree in education at Stanford.

Horace C. Coe, superintendent of Imperial County schools, has as opposition in his campaign for re-election this year Mrs. Irene Greenleaf of the Holtville community. Mrs. Greenleaf is a graduate of Los Angeles Normal and has been teacher of Alamo school district.



Orange Grammar School World's Fair, Poland, Seventh Class.

JOTTINGS OF A TRAVELING BOOKMAN

By Wm. M. Culp

H. G. Clement, superintendent of Redlands schools, delivered the graduation address at the Barstow Grammar School exercises.

R. M. Westover, for the last two years principal of the San Bernardino Junior High School, took office July 1st as business manager and purchasing agent of the Huntington Park Union High School District.

H. C. McMillan has been elected principal of the San Bernardino Junior High School. This last year Mr. McMillan taught in the Point Loma High School.

George Hale of the Highland Junior High School has been appointed vice-principal of the San Bernardino Junior High School.

Forrest V. Routt, superintendent of Alhambra city schools, has arranged for a free high school and for an elementary school for Alhambra this summer. The term of six weeks runs from July 2 to August 13. In the elementary school pupils are accepted upon the recommendation of the teacher. These pupils are back in their work or are accelerated pupils who need a small amount of additional training to make an extra grade. The high school is mainly for those who want to make up work or gain an additional credit.

Mrs. Hattie A. Spencer, principal of the Imperial Grammar School, had her graduation class present the operetta, "Polished Pebbles", during graduation week. A most pleasing performance was given. The 34 graduates of the Imperial Grammar School this year are regarded as a very superior group by Mrs. Spencer.

C. O. Harvey, district superintendent of Beaumont schools, as past-president of the Rotary Club, attended the Denver convention this year that convened June 14.

D. S. Richmond, district superintendent of Brawley grammar schools, has had a successful campaign for a bond issue of \$40,000 for new school buildings. This is Brawley's third successful bond campaign in the last five years.

C. N. Vance, principal of the Brawley High School and Junior College, is staying in Imperial Valley this summer overseeing the construction of the district's new buildings.

Rufus Mead, principal of the John Muir Junior High School, Pasadena, will this next school year have charge of the new technical high school in Pasadena. The main purpose of this unit is to train those students who do not intend to go to college. While college preparatory work is to be done, it is to be a secondary issue in this school. Manual arts, domestic arts, machine sewing, commercial courses, cafeteria management are to be some of the courses offered. The instruction is to train boys and girls to take non-commissioned office positions in the field of trade.

Mr. Meade visited the technical schools of Detroit, Chicago, Milwaukee, Minneapolis, Oakland and San Francisco this spring in gathering data for the formation of plans for the organization of his new technical high school.

Miss Edna Langlois, a graduate of Stanford University, recently of San Francisco, has accepted a position as secretary to John F. West, superintendent of Pasadena city schools.

JOTTINGS—Continued

Charles David Jones, superintendent of Hermosa Grammar School, is attending the University of Southern California summer session. This summer a track and two tennis courts will be built on the Hermosa Grammar School grounds.

John W. Waldron, superintendent of Colton grammar schools, graduated 115 pupils from the Colton Departmental School this spring. Practically all of the graduate class expect to register in the Colton High School next fall.

W. L. Stephens, superintendent of Long Beach schools, sees this summer the completion of the Long Beach four-year \$8,000,000 building program. The Edison Junior High School and the Woodrow Wilson Senior High School, now building, will be ready for occupancy in September and finish the program. The housing facilities of the Long Beach schools will then be 10,000 capacity ahead of the population. This last spring was the first time in six years that all the children were enrolled in full-day sessions.

The Long Beach Board of Education sent Miss Elga M. Shearer, director of elementary grades of Long Beach, to the International Kindergarten Convention recently held in Kansas City. Miss Shearer on the trip visited the Denver schools and talked to the classroom teachers to find out how that city's new curriculum was evaluated in the classroom by the individuals who were putting it into operation. Dr. L. Thos. Hopkins, who supervised the working out of the Denver course, is a consultant in the new Long Beach curriculum work.

The week of May 17 was in Long Beach school exhibit time. The large Long Beach auditorium was the scene of tremendous activity. Demonstrations of all the numerous lines of school work from kindergarten through high school were in constant progress. Playground work, physical education, music classes, band, glee clubs, piano classes, wind instrument classes, art classes, a modern bungalow in which students carried on the various household activities.

Manual training classes were some of the many points to be viewed in action. No prizes were offered. Everything was just listed as exhibits of the Long Beach city schools. The attendance was by the thousands. This is the second such exhibit held in Long Beach; one other was held five years ago.

The All-Nations Day Pageant held April 29 in Santa Ana on the high school campus by pupils of the Julia C. Lathrop and Frances E. Willard Junior High Schools was a marked success. H. G. Nelson and Will S. Kellogg, principals of the two schools, had a hand in the able maneuvering of the affair. Miss Hazel Bemus, art supervisor of the Santa Ana Schools, was general director of the pageant and was assisted by Mrs.

Frances Hunt Beeson, music supervisor. Of the 1100 children of the two schools 900 were in attendance. Each section was assigned to a matron and dressed in that nation's national costume they put on stunts to the joy of the onlookers.

Will S. Kellogg, principal of the Frances E. Willard Junior High School, Santa Ana, makes his own rolls for the Picturol with the Sept Moving Picture Camera. He finds that he can make many interesting rolls for the nature study classes from objects close at hand. At the last principals' convention at Hotel Huntington, Pasadena, he made a roll on cactus plants, taking the pictures in that hotel's famous desert garden.

W. A. Chessall, vice-principal of the Ukiah High School, is attending the summer session of the University of California at Los Angeles.

The school exhibit that C. W. Randall, superintendent of Ontario grammar schools, had at the close of this spring's work, was quite out of the ordinary run of such displays. Of special note was the domestic science section for which Mrs. Rella Karnes was responsible. Here three to four thousand pieces of children's garments and hundreds of examples of various kinds of cookery made a tremendous impression.

Melbourne Gauer, superintendent of Anaheim grammar schools, is taking several courses in administration at the Los Angeles University of California summer session.

J. L. Neff of Pasadena has recently joined the Rand-McNally educational department. At present Mr. Neff is looking after that company's exhibit at the University of California Los Angeles summer session and later will be stationed in the northern part of the state.

Dr. A. H. Sutherland, former director of psychology and elementary curriculum of the Los Angeles city schools, has been elected director of the Scarborough School, Scarborough, New York. This school is situated on Frank A. Vanderlip's country estate at Scarborough. It is a country day school of proportions, \$750,000 having been spent on the plant already by Mr. Vanderlip. Dr. Sutherland will do an exceptionally fine job of education at Scarborough and will aim at making worth while contributions to education in his favorable surroundings.

Fred A. Boyer, superintendent of Coronado grammar schools, has just been appointed a member of the San Diego County Board of Education. He replaces Guy Hudgins, principal of National City High School, on the board. Mr. Boyer is well qualified for county board work, as he was formerly a member of the same board.

The book exhibits at the University of California, Southern Branch, at Los Angeles, are the most extensive in the history of the summer sessions of that institution. Two very large rooms and one small one in North Hall are occupied by twenty-four

companies. Much interest in the display is being gradually developed by the instructors in the summer session.

For the success of the book exhibit Harry Linscott, dean of the bookmen in Southern California, is largely responsible. Companies exhibiting and representatives are as follows: Rand-McNally & Co., J. L. Neff, Ralph Works; Gregg Publishing Co., C. W. Kitt; Charles Scribner's Sons, S. M. Bevis; Scott, Foresman, C. F. Scott; Houghton, Mifflin Co., Ray H. Loomis, Mrs. Ray H. Loomis; D. C. Heath & Co. E. M. Wilson; Allyn & Bacon, A. H. Morosco, Miss G. V. MacIntosh; H. M. Rowe Co.; Milton Bradley, Miss E. M. Willis; F. A. Owen Publishing Co, Mrs. Alice R. James; Macmillan Co., C. E. Cave F. E. Kobler; Ginn & Co., H. A. Linscott, Miss Ellen Linscott; Row, Peterson Co., B. R. Morris; Charles E. Merrill, Thomas P. Horn; Benj. H. Sanborn Co., C. W. Roadman; Prang Co., Laidlaw Bros., R. E. Laidlaw; The Jones Bookstore; Harter School Supply Co., Miss Jeannette Lyons; Jones Manufacturing Co., F. D. Jones; Mentzer, Bush, S. R. Keates; Harr Wagner Publishing Co., G. P. Putnam's Sons, P. B. Blakiston's Son & Co., American Viewpoint Society, W. M. Culp.

John F. West, superintendent of Pasadena city schools, his administration and supervisory forces and Pasadena Board of Education are now housed in one of the finest public school administration buildings in California. The administration building is in the new civic center of Pasadena, at 220 East Walnut. Across the street to the north is the magnificent new Pasadena Public Library and to the south the new Pasadena City Hall is being constructed.

The administration building is a reconstructed school house—the former Franklin School, which was entirely rebuilt and replastered within at a cost of \$35,000. The present plant is valued in the neighborhood of \$175,000.

This board of education building consists of two floors and a basement. The top floor is occupied by the superintendent's suite, the office of the assistant superintendent, that of the director of research and of supervisors. Here also is located the office of the secretary of the Board of Education and the Board of Education room. On the first floor is the business manager's office, the drafting and engineering departments, attendance office, director of music, office of the welfare department, dietetics office and auditor's office. In the basement is found the Child's guidance clinic, offices of the doctors and nurses, offices for supervisors and clinical force and a room set apart for the Parent-Teacher Association. Every administrative officer and supervisor with the exception of the director of art is housed in this new building.

L. O. Hepp has been elected principal of the Perris High School. Mr. Hepp last year taught science and mathematics in the Perris High School. Previously Mr. Hepp had considerable experience in Oregon as a principal of the Grant's Pass High School.

Ralph E. Oliver, head of the commercial department of the Long Beach High School, has worked out a comprehensive and clear presentation of the objectives affecting the commercial student. Mr. Oliver is aiding in the work of the new curriculum now being formulated in Long Beach.

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A. P. Shibley, pioneer in education work in Imperial County, has been elected superintendent of the Huntington Beach Grammar School at an excellent salary. Mr. Shibley goes to Huntington Beach with a mature educational background. He has been county superintendent, city superintendent, lecturer at summer sessions, and teacher. Huntington Beach is to be congratulated on securing an educator of his type.

George Edgecomb has been elected district superintendent of the Maywood grammar schools. This last semester Mr. Edgecomb has been teaching in the Los Angeles city schools after attending a term at the University of California Southern Branch. For the previous eleven years Mr. Edgecomb was superintendent of the Reedley grammar schools.

The Hawthorne School District, of which O. F. Munson is superintendent, has just passed a \$92,000 bond issue, which will be spent for the erection of two eight-room schools. Sixteen more teachers will be employed. The buildings are scheduled to be ready for occupancy by the opening of the second semester. This last year's enrollment in Hawthorne totaled nearly 1500 students. This number will be greatly increased next year.

Mr. Munson has just signed a three-year contract with a schedule of increases which will reach \$4,500 the third year of the term.

Mr. Henry, supervisor of rural schools of San Luis Obispo County, is attending the University of Southern California summer session in Los Angeles and Mrs. O. Mae Willit, supervisor in the same county, is attending the University of California summer session at Berkeley.



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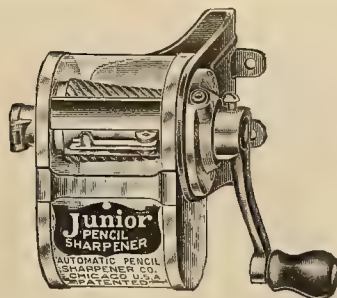
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NEWS AND COMMENTS

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NATIONAL EDUCATION ASSOCIATION MEETS

The National Education Association met at Philadelphia, June 27th to July 2nd. The California headquarters were at the Benjamin Franklin Hotel. There were at least two hundred teachers, delegates, etc., from California present. The Californians met at breakfast on Monday morning, June 28th. There were 140 present. Miss Fraser of Oakland, the state director, presided. Arthur Chamberlain, the executive secretary of the California Teachers' Association, was no miracle, but he seemed omnipresent. Among those at the speakers' table were Mrs. Hugh Bradford of Sacramento, Fred M. Hunter, Joseph Marr Gwinn, Miss Mary Mooney, Superintendent Clifton, president of the C. T. A., Southern Section; Mrs. J. H. Hughes, president of the C. T. A., Northern Section, and Miss Wade, president of the C. T. A., Bay Section.

The opening meeting of the N. E. A. at the Auditorium of the Sesqui-Centennial was attended by less than one thousand people. The speeches were neither brilliant nor profound. There were breakfasts, luncheons, dinners, etc., and special and general sessions. The delegates were faithful in attendance, but the most interesting sessions were held in the groups of twos and fours in the hotel lobbies. The absence of bookmen and book exhibits gave the impression of a show without the orchestra. There was some rivalry between State Superintendent Blair of Illinois and Uel W. Lamkin of the Northwest Missouri State Teachers' College for the presidency of the N. E. A. Blair won by a small majority. Claude Sandifur of Los Angeles was elected vice-president from California. Miss Mary F. Mooney of San Francisco has filled this position for a number of years and rendered splendid service.

The people of Philadelphia, the officers of the association and the delegates deserve credit for the effort to make the meeting a success. It was a task. The summer session of the N. E. A. is losing its hold because of the increasing interest in the Department of Administration which meets in February. The Department overshadows in importance the general meeting. There will have to be a change of some kind or the Department of Administration will really be the N. E. A., and only members, delegates and a few local teachers will attend the summer meeting of the N. E. A.

The familiar face of A. E. Winship in the lobby of the Benjamin Franklin Hotel gave a glow, a warmth and a feeling that some of the "gang" were there. Dr. Winship stopped in Philadelphia on his way for about the one hundredth time to California. He is as young, handsome and vibrant as ever.

Superintendent Golway of Sacramento enjoyed the lobby of the Benjamin Franklin and his comments on meetings, people, the Sesqui-Centennial, etc., were unusual and interesting.

Assistant superintendent of schools of San Diego, William B. Tilton, was in at-



HON. A. C. OLNEY

Mr. Olney has resigned as state commissioner of secondary education (salary \$4500) to accept the principalship of the new junior college in Marin County (salary \$6000 per year). The State Board of Education will be fortunate if it succeeds in securing a commissioner as able, as courteous and as efficient as Mr. Olney.

Mr. Olney has a splendid record as teacher, principal, commissioner and as an ideal citizen. The readers of the Journal will join the editor in wishing him continued success in his new adventure as principal of a junior college in the making.

tendance, a student and a keen listener and observer of the various activities of the week.

J. B. Hughes and Elizabeth Hughes and son attended the meetings and sailed for Europe on July 5th. They will attend the summer school of Cambridge University, England, and will return in time for the opening of schools.

Alice R. Power, a member of the San Francisco Board of Education and principal of the Washington Irving School, was always the center of a group of interested people. Her unique position as a member of the Board of Education and active teacher caused much favorable comment among progressive educators who believe in the maxim, "You can only govern with the consent of the governed." Miss Power was accompanied on her trip by a group of San Francisco teachers, including Anna T. Haley, Mrs. Waterman, Susie Connell, and Marjorie Stewart. They will study educational conditions in New York, Boston and other points before returning to California.

William Cairns Harper, the Western representative of the John C. Winston Company of Philadelphia, attended the meetings and extended many courtesies to teachers and others interested in the mechanical side of a big book publishing plant.

Miss Godfrey of the Holden Patent Book

Cover Company was present and devoted herself to the fine art of social service. She began her career as a teacher in the primary schools of Philadelphia and was the first to organize classroom teachers. The primary teachers' organizations gave several dinners at which she was the guest of honor.

Mr. Tabor, author of various books in the Lippincott Series and manager of the Chicago branch of the Lippincotts, was in attendance. The Lippincotts are increasing the educational output, and have many books of special interest to teachers and school administrators.

Mr. Hesse, who visited California recently in the interests of the World Book Company, met many of his old friends in the lobby of the Benjamin Franklin Hotel. Mr. Hesse is the popular manager of the World Book Company, of which Caspar Hodgson of California is the founder and president.

Henry Turner Bailey, director Cleveland School of Art, chairman of the committee on co-operation between schools and museums, made an outstanding speech for outdoor study, for less striving after units of credit in formal courses, and for growth in usefulness, health and service by getting in touch with nature.

Archibald J. Cloud delivered a series of very interesting educational addresses before the summer session of the San Francisco State Teachers' College and also before the summer session of the teachers of the parochial schools.

Joseph Marr Gwinn, LL.D., is the way the name looks in print since the week of commencement of the University of Missouri, at Columbus. The honorary degree of LL.D. was conferred on Joseph Marr Gwinn, superintendent of schools of San Francisco, California. Superintendent Gwinn began his public career as a teacher in a small rural school in Missouri and has advanced step by step to his present high position. He is to be congratulated on receiving this great honor.

STATE BOARD MEETS

The State Board of Education met at the Fairmont Hotel on Monday, July 12. The Board of Education adopted the Civics of Scribner & Sons by Woellner and re-adopted the Silver Burdett and Company Series of Music Books for four years. The appointment of successors to the State Commissioner of Secondary Schools and State Commissioner of Elementary Schools and Director of Physical Education was postponed and a special meeting was called to consider applications for September 2, at the Fairmont Hotel, San Francisco. The nominations of Will C. Wood of Superintendent W. J. Cooper and A. B. Anderson failed to receive the necessary votes for confirmation. Resolutions on the passing of Mamie B. Lang were prepared by Mrs. Hastings and passed by the board. Mrs. Bryant and Mrs. Hastings were appointed to attend the annual convention of city and county superintendents which was called by Will C. Wood to meet at Lake Tahoe, Monday, October 4. The board transacted considerable routine work. There were present E. P. Clarke, C. A. Storke, Mrs. Hastings, Mrs. Bryant, S. D. Merk, Clarence Jarvis and F. J. O'Brien.

WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

Salary increases totaling \$5,060 for the year, to be apportioned among thirty-six members of the faculty of the Palo Alto Union High School, were voted by the board of trustees at a recent meeting. Walter H. Nichols is principal of the Palo Alto High School.

The Bakersfield Union High School, where H. A. Spindt is principal, is planning an increase in buildings. The additions are to be ready for occupancy in the fall of 1927. The largest class that has ever graduated from the Bakersfield High School graduated this year.

Wilbert Bonney, geography instructor in the Fremont Intermediate School, Anaheim, has invented a machine which helps the pupils to learn their geography lessons and which adds materially to the interest of the study.

A five or six thousand dollar addition to the gymnasium of the Porterville Union High School, where W. A. Ferguson is principal, is to be built this summer.

Five demonstration schools are maintained in Santa Barbara County, Calif., where best methods under trained teachers are in actual practice. Each elementary teacher is allowed this year two days to visit these schools and to observe the work, and the time is counted as part of the five days given teachers by law for institute work.

The Kern County Board of Education, under the direction of L. E. Chenoweth, county superintendent of schools, and Herbert Healy, general supervisor, sends out test questions in various lessons to the county schools so that the work and progress of the children may be summed up and the resume sent to the teachers later with suggestions for improvement in school work. It is believed that the gifted may be advanced and the retarded helped by this method. The point is emphasized that these questions are not examination questions and an effort is made to have the work done under as natural conditions as possible. The review questions are of the true-false, completion and multiple response type. The last set of tests was conducted in March.

A general summary of school conditions of Red Bluff is contained in the annual report of the district superintendent of schools, J. D. Sweeney. The co-operation of the Board of Education, the P. T. A. and the teachers is stressed. Illness on the part of many of the teachers is deplored in the report, as this condition has made the conducting of school work difficult. Increase in kindergarten attendance is called to the attention of the Board of Trustees. The report is detailed and contains some recommendations for the steady improvement of the schools of Red Bluff.

The people of Castroville, Monterey County, have voted in favor of issuing bonds to the sum of \$75,000 for the construction and equipment of a new school building.

The new \$34,100 school building in Redwood City, where Roy W. Cloud is superintendent, is to be erected in the near future. The four-acre site for the building was purchased more than a year ago.

Miss Mollie McLeran, a member of the San Francisco School Department for the past twenty-five years, passed away recently, the result of a nervous breakdown. She had been principal of the Golden Gate School and for the past ten years was principal of the Argonne School. Miss McLeran, a native of California, began teaching at the age of seventeen years.

(Continued from Page 3, Col. 3)

much advance explanation of the work to be done. Very considerable should always be left for the student to work out. This should be kept in the mind of the teacher; modified again, as always, by the character of the assignment and the class.

The eagerness of a class to proceed is often halted by dwelling too long upon the performance of a very dull student. The teacher should be very observant in this matter, and shift procedure when interest flags.

A clear, snappy explanation by a student is often better for the class than a like performance by the teacher.

When a difficult matter is being cleared up, the teacher should see to it that the entire class is attentive and should not take it for granted that the point involved is understood by all—but should make sure of it. There should be no seeming confusion in a class in mathematics, unless it comes from eagerness to contribute. Interest is best shown by advanced classes by an evident quiet absorption in the matter in hand.



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BETTER RURAL SCHOOLS CONFERENCE

By Homer F. Aker

District Superintendent of Schools,
Holtville, California.

The third annual conference of the "Better Rural Schools" movement was held at the University of California, Southern Branch, on July 8 and 9. This conference was inaugurated by Dr. Harvey L. Eby, associate professor of rural education, at Southern Branch, in May, 1924. The May meeting resulted in the establishment of the annual conference, which has met each summer since.

The Program

Thursday Morning: Topic—Rural School Supervision. Chairman—Superintendent Ira C. Landis, Riverside County. Discussion—Superintendent M. L. Richmond, Kings County, and Assistant Superintendent J. W. Teener, Fresno County, followed by general discussion.

Thursday Afternoon: Topic—Rural Health and the Rural School. Chairman—Dr. Richard A. Bolt, assistant professor of public health and child hygiene, University of California. Discussion—Dr. Elizabeth M. Saphro, director child hygiene, Los Angeles County Health Department; Dr. Alex M. Lesem, director of San Diego County Health Department; Miss Ruth Hay, rural nurse, Chaffey Union High School District; followed by general discussion.

Thursday Evening: Conference dinner at The Elite. Chairman—Merton E. Hill, principal Chaffey Junior College and Union High School. "Rural Life and Rural Education," Robert A. Condee, principal California Junior Republic and chairman State Board of Agriculture.

Friday Morning: Topic—Rural Organizations and the Rural School. Chairman—Mrs. F. O. McColloch, president California Congress of Parents and Teachers. Discussion—Mrs. J. W. Voorhies, second vice-president California Congress of Parents and Teachers; K. W. Koch, club leader, Los Angeles County Boys' and Girls' Club Work; Mrs. L. C. Krause, clerk, Board of Trustees, Garvey School District; followed by general discussion.

Friday Afternoon: Topic—"Open Conference." Chairman—Harvey L. Eby.

Gleanings from the Conference

Present at the conference were Farm Bureau members, Parent-Teacher Association members, rural school trustees, rural school supervisors and teachers, school nurses, members of the Agricultural Extension Service, county health officers, county librarians, county school superintendents, and members of the staffs of the State Teachers' Colleges.

Fresno and Kings Counties have found that placing cadet teachers from Fresno State Teachers' College in the rural schools has helped to solve the rural teacher problem.

Fresno County emphasizes local teachers' institutes, as well as local trustees' institutes, as important factors in the problem of rural administration and supervision.

Riverside County has maintained clubs for professional study, and Fresno expects to follow a similar plan next year.

The education of rural teachers to cooperate intelligently in public health programs for prevention has reduced the com-



MAMIE B. LANG

MAMIE B. LANG, STATE COMMISSIONER, PASSES ON

Mamie B. Lang, state commissioner of elementary education of California, died suddenly in the Fabiola Hospital Sunday, July 4, following a brief illness.

Miss Lang, who was 46 years of age, left her home in Red Bluff to attend an educational conference in Sacramento. She was taken ill and went to the home of her brother and sister-in-law, Mr. and Mrs. William Lang, of Oakland. She was removed to the Fabiola Hospital to undergo an operation, from the effects of which she seemed to rally, but suddenly relapsed on July 4.

Funeral services were held in Oakland on July 8 and many persons prominent in the educational world were in attendance. Among these were State Superintendent of Schools Will C. Wood, State Director of Vocational Education Nicholas Riccardi, Oakland Superintendent of Schools Fred Hunter and Mrs. Hunter, Alameda County Superintendent of Schools David Martin and Mrs. Martin, Sonoma County Superintendent of Schools Louise Clark, Mr. and Mrs. A. C. Baker, Mr. and Mrs. Fred Moore, W. Cairns Harper, J. W. Fricke, and many others.

Miss Lang entered office as state commissioner of elementary education on July 1, 1925, following the resignation of Grace C. Stanley. She had been superintendent of schools in Tehama County for the preceding twelve years and had a long teaching record, having graduated from the Chico State Normal School.

Mamie B. Lang followed the progressive policies, especially those which applied to rural schools, which had been established in the state office, and her enthusiasm, originality, sound educational principles and her vision had already marked her as a definite figure in the educational field. Her passing has left a vacancy in that field as well as in the hearts of many admirers and friends.

municable disease in some communities in San Diego County to less than 10 per cent of the average previous to that.

One of the notable features of the con-

ference was the illustrated talk by Miss Ruth Hay, rural nurse of the Chaffey Union High School District. The district has equipped a bus for the use of the rural nurse and the Americanization teacher. This bus, known among the Mexicans as "Escuelita" (the little school), goes into seven of the foreign camps of the district, carrying the gospel of better health and living conditions and also the English language and American ideals. The teaching of English and American citizenship is thus carried on through the teaching of family hygiene. About 400 foreign families have been reached by "Escuelita" during the last year.

The Friday afternoon session included interesting discussions by M. L. Darsie, dean Teachers' College, Southern Branch; D. O. Lamb, president San Diego County Farm Bureau; and Miss Helen Heffernan, rural school supervisor, Kings County.

A number of resolutions came before the conference, and the following were passed: In Memoriam—Mamie B. Lang.

Recognizing and emphasizing the importance of agriculture and rural economics in California courses of study.

Pledging support to Will C. Wood in his efforts in behalf of rural education.

Recommending legislation preventing discriminating taxation in favor of the districts who wilfully remain outside a union high school district. Referring to Section 1734-b of the Political Code.

For the permanent organization of the Better Rural Schools Conference.

Officers elected in conformity to the last named resolution: President, H. S. Upjohn, assistant superintendent Los Angeles county schools; vice-president, Miss Clara H. Smith, Ventura County Board of Education; secretary, Dr. Harvey L. Eby, associate professor, rural education, Southern Branch. Executive board—The above officers, ex-officio; Miss Eva D. Edwards, rural supervisor, San Bernardino County; John Ballantyne, director San Diego County Farm Bureau; M. L. Darsie, dean Teachers' College, Southern Branch; Mrs. Earl L. Morris, Parent-Teachers' Association, Orange County.

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FIFTY NEW SCHOOLS IN KERN

By Virginia Reed

Approximately fifty new schools have been added to those of Kern county since 1923. Since the cotton industry became an important factor in the life of the county, the problem of educating the children of the pickers, the nomads of the country that wander from one cotton field to another, is a vital one that confronts the educators of the valley, according to L. E. Chenoweth, county superintendent of schools. Over the regular attendance of the schools of the county, which approximates 11,000 children, has been added 1801 of these little gypsies. In years past they have eluded the laws of attendance like will o' the wisps. It is most encouraging to the school authorities to see the remarkable results that the intelligent study of the situation has accomplished in the last year.

Instead of adding 50 new teachers for the schooling of these little wanderers, the prudence and foresight of the county educators has eliminated much expense without in any way lessening the efficiency of the system, it is claimed. The pupils have been absorbed into the regular schools with an addition of about a dozen teachers. The great problem is to prevent the children from escaping the long arm of the supervisors. In 1923 there were 8000 bales of cotton picked. The attendance began at 95 per cent and dropped to 88 per cent during the picking season. The following year began with approximately the same attendance, dropped slightly the next month, picked up again when the supervisors were on the trail, dropped once more when opportunity for work was presented and again returned to the starting point by the end of the year.

The year of 1925 has shown a marked improvement. Beginning with an attendance of 97 6-10 per cent in September, the percentage was maintained longer than usual and reached as the lowest mark a percentage of 94 6-10. In February, it returned to 95 and a steady increase is expected in spite of the fact that the production of cotton has grown to 32,000 bales.

The cause of the improvement is due to the careful study of the situation by the superintendent, his assistants, and many of the boards of education throughout the cotton district. The earnest co-operation of the growers and the farm bureaus is likewise an invaluable aid. On May 14 the school supervisors from Merced, Kings, Madera, Fresno, Tulare and Kern counties will meet in Bakersfield to discuss and complete the methods of handling the situation. The last meeting held for the same purpose was at Hanford.

The results of this improvement are, or should be, of grave importance to every citizen of the county. Not only does increased attendance mean money to the county because every child in the county schools brings a definite amount of money from the state treasurer, lightening the burden on the county, but from this element of the population come a large part of the unfortunates that fill our penal and corrective institutions. A more thorough education, bringing the children under the right influence, for it is an indisputable fact that environment plays a tremendous part with the individual, is certain gradually to weed out a great number of this element, according to Mr. Chenoweth.



ROY GOOD

ROY GOOD

Among the county school superintendents of the state, Roy Good ranks high. His activities in the field of education have been at once the admiration and emulation of many another worker endeavoring to improve the educational system. His apparently limitless energy and ability to accomplish a maximum amount of work in a minimum length of time has long made him the admiration of those who know and can appreciate.

For seven and one-half years Mr. Good has served the county. Mr. Good has been honored with various offices—president of the North Coast Section of the C. T. A.; various local offices; member of the Board of Council of the C. T. A., and, most important of all, county superintendent of schools two terms.

Mr. Good, together with Dr. Franzen of the University of California, worked out the present Mendocino course of study, which, it is said, far excels any previous course of study in the county. The system has been tried out and found satisfactory. The school system is now adapted to each individual child according to his talents, which is quite another thing than the old method of trying to fit each child to the system.

Mr. Good has been called to serve as district superintendent of the Fort Bragg schools. The Fort Bragg schools want only the best, and the able boards of both high school and grammar school knew where to look for the right man. The Fort Bragg plan is already being watched by the men high up in the state offices and great things are expected. A higher salary, specialized work, a greater chance to develop all, await Mr. Good. The county as a whole will lose the services of a valuable man, but a local school district will gain those services.

In looking over the charts, drafted by Herbert Healy, supervisor of general subjects in the schools, the great need of these children appalls. In the regular county schools the percentage of normal pupils compares most favorably with the schools of other counties. From 11,000 school children 63.78 per cent are normal, 3.73 per cent are gifted and 32.49 per cent are retarded. The percentage of normal pupils has been decidedly advanced in the last

year and this is due in part to the increased attendance of the children of the migratory schools. Out of the 1801 children in the group only 602 are normal, 16 advanced and 1183 are retarded. The percentage of backward children is greatest in the fourth grade. Most of the pupils have reached the age of 16 by the time they are able to pass the fourth year examinations and after that time remain away from school without the interference of the law. The reasons for this slow advancement are quite obvious. During the cotton picking season the need for as many hands as are available is evident. The child labor laws mean nothing to the poor if they think that they can escape them. Until recently this has been pitifully simple. But the facility with which they evaded the authorities has been seen and the necessary actions begun.

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SAN JOSE STATE TEACHERS' COLLEGE LIBRARY

Miss Joyce Backus, librarian of the San Jose State Teachers' College, has taken much interest in furthering a better understanding of the value of the library by the students of that institution. Under the caption, "Library Committee of the Training School Junior High School," she has sent the following interesting account of the work of the committee written by Katherine Greenleaf, assistant in charge of the Training School Library:

"The library committee of the Junior High School had its inception in the municipal plan of government sponsored there by the department of social science. By this plan the student body was organized as a city government, with a city manager and a council at the head. It was the desire of this organization that there should be a library committee appointed by the city manager to co-operate with the library, and create a feeling of responsibility on the part of the students for the library as an integral part of the school organization.

The committee as first appointed was, in accordance with this purpose, chosen with an equal representation from each class, and with a fair proportion of boys. The city manager made the appointments in consultation with the librarian, and a large list of children who were anxious to serve had to be omitted in order that representation might be equal from all classes.

The committee had as its duties two principal tasks: keeping order during the study hours, and interviewing those whose names were on the fine and overdue lists. The former of these duties was taken over by the police department, with very indifferent

success, but the latter proved to be a great improvement over the former system of merely publishing the names. The committee was not, however, as successful as had been hoped, and a different plan was adopted the next semester.

The members of the committee are now chosen from a list of volunteers, of whom there are always more than the library can use. After conference with the librarian they are admitted and given regular hours of work (not to exceed three hours a week) with the understanding that their continuing on the committee depends upon the quality of their class work, and that they will be removed if their teachers deem it necessary. It has been found in several cases that this has constituted an important incentive for study.

The duties of the committee have broadened because of the greater interest shown by the members under the new system. The greatest boon to the librarian still remains the regular checking up on those children who are delinquent with their books or fines. Besides this, they shelve most of the books each day. During the hour that a member is on duty, and at other times with the permission of the librarian, he charges books to his fellow students. The librarian is responsible, however, for caring for returned books, and for collecting fines. The children are also learning to mend books, and are in general exceedingly quick with their fingers. Very few of them understand much of typing, but several are now studying it, and it is considered a great privilege to be allowed to use the machine. There are some temporary cards which they are allowed to make, and in one instance a child has been allowed to make book pockets, which she does perfectly.

Besides these routine duties there are various extra activities. The committee members furnish all the flowers in the library, and decorate for all extra occasions. Early in the year they held a paper drive and equipped the library with beautiful bright curtains. There is a weekly meeting, at which time problems are brought up for solution, and some instruction in library science and technique is given. This meeting is at the regular club hour, when the other school clubs are meeting with their advisers. The librarian feels that the work of the library committee is exceptionally fine in the spirit of willingness and co-operation which the children have shown, even in routine tasks which they find irksome, but part of the game.

WOODROW WILSON JUNIOR HIGH SCHOOL LIBRARY

Miss Lulu Shelton, librarian of Woodrow Wilson Junior High school in Oakland, has taken great interest in the development of the library and has watched the growth of its usefulness with increasing satisfaction. Her background of experience as a teacher added to that of her present position makes her ideas on the subject have a two-fold interest. She is

unhampered by precedent and can blaze new trails for youthful minds because junior high schools are comparatively new and neither the methods of the senior high school nor the children's library of the city meet this special situation.

The junior high school library and the librarian are essentials, as the teachers do not have the time nor the facilities to help pupils do the required research work. Much thought must be given to the selection of books for reference and reading as the socialized recitation requires a wealth of material to be added to that of the text books and all types of pupils must be served. Where can the pupils find this additional material and who will help them find it? The school library and the librarian help to solve the problem. Cooperation between the teachers and librarian has greatly increased the usefulness of the library. This is particularly noticeable in the reference work accomplished by students, in the Social Subjects, Science and English Departments. To enable the pupils to find reference material in any library Miss Shelton gives considerable time to directing them how to locate research material and to giving them a knowledge of proper arrangement of classified books in a library.

The staff of library assistants is selected from the honor students of the eighth and ninth grades. These assistants handle the work at the charging desk and give valuable service in various ways. Many of these pupils choose library work as a vocation. The library assistants with other pupils have a library club. Its members are fine publicity agents for the library as they have the privilege of first reading the new books.

Recreational reading is encouraged in many ways. The illustrated "book jackets" which are posted on bulletin boards are splendid "sellers" for all books. Groups of pupils may be seen consulting these "jackets" before selecting a book. Attractive lists of books are conveniently placed for easy consultation.

Through the team work of the library club and a literature class, recreational reading was given real inspiration from the program given for the school assembly during Book Week. The library club prepared a "Map of Good Stories" on which was shown the literary products of the several regions. This map was adopted as the basis of the quarter's library reading by the literature class. The class decided to present their book reports in a dramatized form. The books selected were written in or about the regions as shown by the map. The one who made the list kept in mind, however, that the books should not be too long for dramatization. These clever book reports afforded a most entertaining program for the entire school and the literature class and the library club experienced real joy from their reading and preparation. The "Map of Good Stories" continues a live source to suggest interesting books.

Miss Shelton states that the Woodrow Wilson Junior High school library is a vital part of the school because of the hearty cooperation of the faculty and pupils.

LIBRARY RADIO SERVICE

A list of broadcasting stations which are featuring book news on their programs was given in the May issue of the Bookselling News. The growing number of stations indicates that broadcasters recognize the

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An illustration of the interest taken in radio book talks comes from the Alden branch of the Oakland Free Library. The General Electric Company, K.G.O., requested Miss Jane Isabel Curtis, the librarian in charge of Alden branch, to give a talk of twelve minutes—about fifteen hundred words. A manuscript for the talk was submitted to the K.G.O. director. The request was extended to five talks to be given during the Boys' Hour.

Two talks were given on "Life on Board a Sailing Ship," "The Only Part of the United States Columbus Ever Saw" (Puerto Rico), "The Loveliest Port in the World" (Rio Janeiro), and "Mysterious and Lonely Islands." At the end of each talk the speaker suggested the names of six or seven carefully chosen books on kindred subjects.

Although Miss Curtis had given a number of travel talks following her return from South America two years ago, she said talking over the microphone was a terrifying first experience. The response that poured in from her unseen audience was astonishing and gratifying. Letters came from remote places where people were snowed in, in the far north. Very touching letters came from invalids. Numerous funny brief approvals were sent by small boys. In the subsequent talks a sense of nearness to her listeners dispelled the disquieting sensation of her first experience.

Though intended only for boys, letters came from all ages and kinds of people. Requests for the book lists were always promptly answered with the suggestion that the nearest library would furnish the books.

Miss Curtis based her talks on personal experiences covering many years of travel, compressed to meet the very definite restrictions of the radio company and the exactions of the radio audience. The reward, however, to the speaker was out of all proportion to the amount of time expended. Although no money was paid for the radio service the Oakland Free Library and its Alden Branch, as well as library service generally, received considerable advertising.

Notes

Althea H. Warren, formerly librarian of the San Diego Public Library, has been appointed first assistant librarian of the Los Angeles Public Library.

Cornelia Plaister, recently in charge of the Lesler Branch of the Seattle Public Library and whose former experience includes work in Sioux City, Iowa, and Pasadena, California, has been appointed to succeed Miss Warren at San Diego.

Sydney B. Mitchell, chairman, Department of Library Science, University of California, will spend the coming year at the University of Michigan as head of the newly established library school there.

At the meeting of the California Library Association in Long Beach, June 3 to 5, the following officers were unanimously elected for the ensuing year: Milton J. Ferguson, State Librarian, president; Mrs. Frances B. Linn, Santa Barbara, vice-president; and Miss Hazel G. Gibson, Sacramento, secretary-treasurer. A joint meeting of the California Library Association and the Pacific Northwest Library Association will be held next year.

Two librarians write a book! It seems

think

of next term . . . Now . . . It'll be here all of a sudden. The usual rush—the overflow—the new students,—more than expected; new teachers, larger faculty,—new courses, new subjects, new worries. All of which means more seating requirements. Maybe just a few folding chairs, perhaps some tablet-arm-chairs, possibly regular school desks!

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only natural that librarians who buy books and make them ready for use, who live with books and even love books, should be expected now and then to write books. And when the librarians happen to live in Indiana their chances of authorship are correspondingly increased. The Indianapolis librarians, Charles E. Rush and Amy Winslow, have produced a volume entitled "Modern Aladdins and Their Magic; The Science of Things About Us." It is built on a novel plan, taking up the articles we use in school room and at home, tracing their history and telling their romantic story. The book will be "popular" with the youngsters in school; and will refresh their parents' memories. It has a cordial foreword by Meredith Nicholson and is published by Little, Brown and Company. From a book-making point of view, too, it is excellently printed and illustrated.

Miss Alice Butler, since January, 1926, has been supervisor of rural schools in Tulare County. Miss Butler was principal of the Lincoln Primary School in Dinuba before accepting the supervisorship and made an enviable record in her ten years' work in that city. This makes the second rural supervisor for Tulare County and gives the county two excellent directors of rural schools in Miss Esta Aulman and Miss Butler.

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BOOK REVIEWS

ESSENTIALS OF ENGLISH COMPOSITION, by Roscoe E. Parker: The author states that this volume is offered "as a review text in elementary composition and is intended primarily for students who enter colleges and universities without sufficient preparation for the regular course in freshman English." Each chapter is a unit and the teacher may proceed according to the needs of her class. The reference index enables the teacher to refer the student to principles he has violated and this method prevents the student from seeing printed errors which he might never make, were they not before his eyes. The material is a practical foundation for English classes. (Ginn & Co., 45 Second street, San Francisco.)

THE SMEDLEY & OLSEN PRIMER and FIRST READER, by Eva A. Smedley and Martha C. Olsen. Illustrated by Matilda Breuer: Stories old and new, games and various reading devices which are interesting, make up the content of these volumes. The stories bring out

various lessons of kindness, politeness, neatness, etc., and the graceful spirit and attractive colors of the illustrations add to the charm of the lessons. (Hall & McCreary Company, 430 South Wabash avenue, Chicago, Ill. List price, Primer, \$.60; First Reader, \$.64.)

CALIFORNIA TRUSTEES HANDBOOK, Including a California Public School Catechism, by A. R. Heron. This pamphlet is in two sections: public school catechism, which is a group of ninety-nine questions with the answers which school trustees are supposed to know, and ninety-nine questions which face school trustees in their work. This material has been compiled as a result of the tax-payer's interest for accurate information. The first edition, which was published in 1925 met with instantaneous approval and was in such wide demand that this second edition has been published. Everyone interested in education in California will be interested in this material. (California Teachers' Association, 930 Phelan Building, San Francisco.)

THE BEST AMERICAN ORATIONS OF TODAY, compiled by Harriet Blackstone. About seventy-five inspiring addresses by great men are given in this volume. Each one is short. The selections were chosen not only for reading and study but also for memorizing and declaiming if desired. Much of the standard material which has been used in other books of the same order has been omitted and men such as Woodrow Wilson, Taft, McKinley, Roosevelt, David Starr Jordan and others are added to the list. The book may be used for high school or college work. (Noble and Noble, 76 Fifth avenue, New York. Price \$2.00.)

FIRST LESSONS IN LEARNING TO STUDY, by Ernest Horn, Prudence Cutright and Madeline D. Horn. A silent reader emphasizing comprehension and storing facts read in the mind. The material is informational and stimulates thinking. The pictures are a vital part of each lesson and application and observation are requirements of the young first grader who would master these lessons. The material is original and practical and a departure from the usual line of first readers on the market. (Ginn and Company, 15 Ashburton Place, Boston, Mass.)



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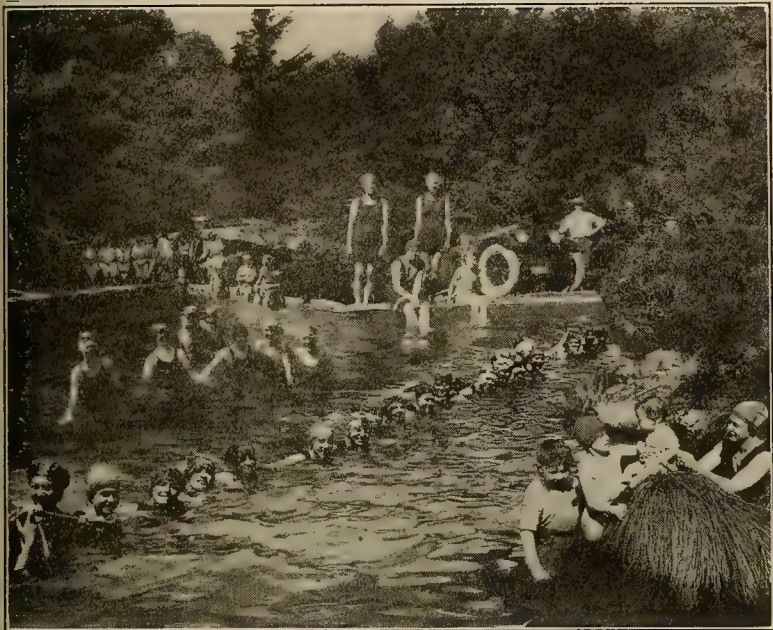
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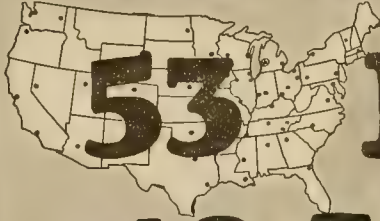


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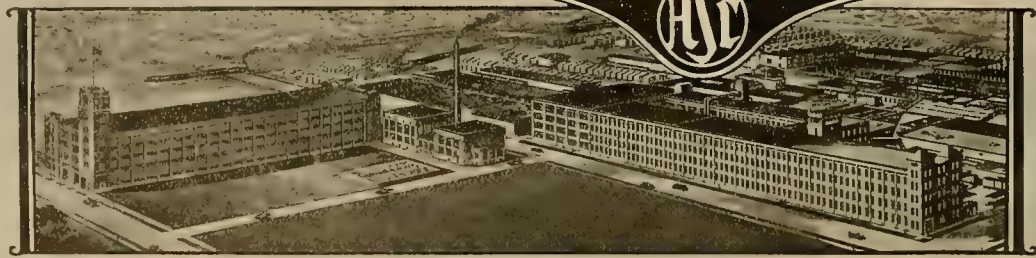
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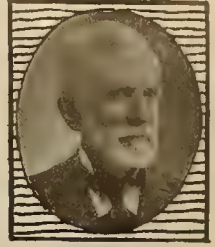
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AUGUST, 1926



Sacramento City as it was in 1850, the Year of California's Admission to the Union

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JEDEDIAH SMITH CENTENNIAL

"It will be just one hundred years in November since Jedediah Strong Smith, the first American to cross the great plateau, made his now famous journey to California. He was with General Ashby's fur traders in the neighborhood of the Great Salt Lake during the summer of 1826. Inasmuch as the furs and pelts were becoming scarce in the great basin, General Ashby sent young Smith on to California to discover, if possible, a new area in which furs and pelts might be taken. After great hardships Smith reached California, and after even greater hardships returned to camp at Great Salt Lake.

"The Historical Society of Southern California is sponsoring a fitting celebration to mark the hundredth anniversary of the coming of the first American citizen across the Sierras into our state. Throughout the state the classes in California history and in English should give attention to the Jedediah Smith Centennial. I commend the matter to the attention of all school people."

This extract is taken from Special Bulletin Number One, Series 1926-1927, issued by Will C. Wood, superintendent of public instruction, July 6, 1926, to the educators of California. Material on the life and explorations of Jedediah Smith may be found in "Lessons in California History," by Harr Wagner and Mark Keppel. An entire chapter in this book is devoted to Jedediah Smith.

AMERICAN RED CROSS

The national headquarters of the American Red Cross sends the following:

"Our Roll Call this year, to enroll members for 1927, will be held as usual from Armistice Day to Thanksgiving, November 11 to 25.

"The American Red Cross, with a membership of more than three millions and an additional junior membership of six millions, has become the recognized agency of the American people for extending service to humanity. Its work is supported through the membership dues secured once a year during the Roll Call."

THE UNION'S GAIN

By RUTH THOMPSON

TIME: Early part of September just before Admission Day.

PLACE: May be a yard or school ground.

PROPERTIES: American flag. A book in which is supposed to be Seward's speech on whether California should enter the Union as a slave or free state, and Richardson's poem, "Pio Pico." These excerpts may be written on a piece of paper which may be inserted in book. Guitar. Phonograph. Phonograph Record "La Paloma." Music of "I Love You California." Children should know the song.

CHARACTERS: Any number of boys and girls in a group, and Harry, Lois, George, Ralph, Marian, Ellen, Ray.

(Boy enters with an American flag, which he stands upright in center left of stage. Group of boys and girls file in and stand in front of flag. They salute the flag.)

ALL: "I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation, indivisible, with Liberty and Justice for all."

HARRY: There are forty-eight stars in our flag and each one stands for a state in the Union.

LOIS: I wonder which star stands for the admission of California into the Union.

GEORGE: The thirty-first star stands for California's entrance! Don't you remember in your history how the balance of power between slave and free states was equally divided? There were fifteen slave states and fifteen free states at that time. If California were admitted as a slave state then the balance of power would be thrown in favor of slavery. If it were admitted as a free state slavery would receive a blow!

LOIS: But what happened? I suppose it's because you are named for George Washington that you know so much about history.

GEORGE: I honestly do try to live up to my name and that is why I study and remember my history. California was admitted as a free state and the new territories of Utah and New Mexico were to decide the question for themselves when the time came. William H. Seward, who did so much for Alaska, was good to California, too. I have here a part of his speech in favor of California. *(Reads dramatically):* "California ought to be admitted at once; California comes from that clime where the West dies away into the rising East; California, which bounds the empire and the continent; California, the youthful queen of the Pacific, in robes of freedom, inlaid with gold, is doubly welcome! She stands justified for all the irregularities in her method of coming. The Stars and Stripes should wave over her ports, or she will raise aloft a banner for herself. It would be no mean ambition if it became necessary for its own protection to found an independent nation on the Pacific."

HARRY: That's great! It makes my memory stir. California's entrance was the Union's gain! I remember reading, that at the time, Daniel Webster, Henry Clay, Jefferson Davis and John C. Calhoun all made great talks upon the subject of slavery!

GEORGE: Yes, and California, our own Golden State, entered the Union a free state!

LOIS: I really think that the facts of history are rather dry. The part in the history of California that interests me is the carefree, happy, romantic days just before the United States came into possession of California. I love the color and beauty of California and I love the missions founded by the padres and I'd certainly like to have lived then, a Spanish senorita, and dress myself in beautiful silks and satins and ride miles and miles on horseback to a dance, and then stay on some beautiful ranch for days!

RALPH *(steps forward with guitar and gallantly declares):* Yes, and if

you were she and it was then. (*the boys and girls smile and nudge each other but listen carefully*) I would serenade you. I would sing the Spanish song "La Paloma" (*adds in an aside*) because I don't know many Spanish songs. (*He sings "La Paloma." If no boy is found who can play the guitar the scene could be arranged so that Ralph would carry a guitar, but he should be standing next to a curtain behind which is a phonograph. The record "La Paloma" with a man's voice singing may be used as if Ralph were singing. Boys and girls applaud at conclusion of song.*)

MARIAN: Really, that puts me in the mood to observe Admission Day, for it's September ninth, you know. I wonder what we could all do to observe the day! What do you think, George?

GEORGE: Anything that I'd think of would be too dry, too historical. I know, ask Lois, she seems to be the girl with imagination.

LOIS: Of course I want to wear a Spanish costume and listen to Ralph sing!

HARRY: We should bring in some facts, I think. We might divide our entertainment into three parts. First, California's settlement by the Spanish. Then we could tell of the missions. Then bring in something about the first Presidio, which was established in Monterey on June 3, 1770. Second, the Mexicans gained their freedom and so also gained California from Spain in 1822, and then—oh, I've forgotten when it was that the United States gained California!

RAY: Now you've come to something that I know. The Bear Flag Republic was declared in 1846. Don't you remember that we read of how the Americans surrounded the home of General Vallejo, took him and some others prisoners and sent them to Fremont's camp? On July 7, 1846, Commodore John D. Sloat raised the American flag in Monterey. It was then that the Mexican rule came to an end. Exit Mexico. Enter the United States! But we could not work up a play like that. It's too difficult!

GEORGE: One of my heroes in the history of California is John Charles Fremont. He is called "the pathfinder" and he made several trips of exploration for the United States government. He really took an active part in the activities which led to California's admission to the Union. I read just the other day that it was on January 12, 1847, that at Cahuenga, which is near Holly-

wood, Fremont and Governor Pico signed the papers that eventually gave the United States full possession of California, Arizona, Nevada, a part of New Mexico and Utah.

ELLEN: Speaking of Pico reminds me that there is a poem in that book that George has, about the last Mexican governor, Pio Pico. A man named Daniel S. Richardson wrote it and it's rather interesting.

HARRY: Do read it, Ellen. (*George hands Ellen the book.*)

ELLEN (*Reads impressively*):

"Last of thy gallant race, farewell!
When darkness on his eyelids fell
The chain was snapped—the tale was told
That linked the new world to the old;
The new world of our happy day
To those brave times which fade away
In memories of flocks and fells,
Of lowing herds and mission bells.
He linked us to the times which wrote
Vallejo, Sutter, Stockton, Sloat,
Upon their banners—times which knew
The cowed Franciscan, and the gray
Old hero-priest of Monterey.

"In his proud eye one saw again
The chivalry of ancient Spain;
The grace of speech, the gallant air,
The readiness to do and dare.
And he was ready; and his hand
For love of this, his motherland,
Was quick to strike and strong to lead;
He served her in her hour of need
And, loving, served her as he knew,
What better proof, though unconfessed,
Than those old scars upon his breast?

"Once those broad fields which slope away
Asleep in verdure, zone on zone,
With countless herds, were all his own.
Once from his white ancestral hall
A lavish welcome ran to all.
Today the land which gave him birth
Allots him but one plot of earth—
A tomb where winter roses creep
On Santa Clara's crumbling wall;
Fit place, perhaps, for one to sleep
Who knew and loved her best of all.

"So ends in rest life's fitful day.
He saw an era pass away.
He touched the morning and the noon
Of that sweet time which, all too soon,
To twilight hastened when the call
Of Fremont from her mountain wall
Provoked the golden land to leap
New-vestured from her age-long sleep.

"The train moves on. No hand may stay
The onward march of destiny;
But from her valleys, rich in grain,
From mountain slope and popped plain
A sigh is heard—his deeds they tell.
And, sighing, hail and call farewell."

RALPH: I like that! The last verse is almost music.

LOIS: I know that between us all we can plan a good program. We all seem to know something about our state and if we all work together I feel sure we'll have something worth while. Now, let's begin to plan. I already have an idea!

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(Boys and girls gather around Lois in an eager and interested manner, ready to discuss the project. Ralph seizes his guitar.)

RALPH: But first, a song, my friends!

(Boys and girls join in singing "I Love You California," or some appropriate song.)

(CURTAIN)

ACT II

(The curtain rises and the Spirit of California is discovered seated in state. The girl may be in robes of white, with golden girdle and slippers. On both sides of her fruits and flowers are heaped. If scenery is made, majestic mountains should form the background. American flags may also be used in decoration.)

PROPERTIES: Fruits and flowers. American Flag. Phonograph. Phonograph records: La Golandrina and El Pajaro or some Mexican or Spanish dance music. Twenty-seven white placards lettered in large orange colored letters the names of the original twenty-seven counties in California. Two books. These clapped quickly together may be used to make those noises behind scenes like firing of guns. Drum.

CHARACTERS: Spirit of California—a girl. The Spirits of the following counties may be boys or girls of Act I; all wear same kind of loose poppy-colored costume: Los Angeles, San Diego, Santa Barbara, San Luis Obispo, Monterey, Santa Cruz, San Francisco, Santa Clara, Contra Costa, Marin, Solano, Sonoma, Yolo, Napa, Mendocino, Sacramento, El Dorado, Sutter, Yuba, Butte, Colusa, Shasta, Trinity, Calaveras, San Joaquin, Tuolumne, Mariposa. Spirit of City of San Francisco.

(Curtain rises and Spirit of California is discovered seated, surrounded by fruits and flowers and majestic California scenery in background.)

SPIRIT:

I am the Spirit of California—
I am Youth, Health, Work, Wealth.

Bright gold is my sunshine,
Wet gold is my rain.
Gold grows in my valleys—
In hills, coast and plain.

Oh wide are my borders!
Farflung is my length,
And glorious my beauty—
Gigantic my strength!

I am the Spirit of California—
I am Youth, Health, Work, Wealth.
I am Opportunity!

(Pause—music of "La Golandrina" is heard from distance.)

SPIRIT: Hark! I hear music! It is "La Golandrina!" How it carries reminders of California's early days! How it makes one wish to sway to the music and dream in the langorous sunshine!

(Music from the distance and sound of voices singing. Music ceases.)

SPIRIT: I am dreaming of the past. (Pause.) I am thinking of California's progress. (Pause.) I am glorying in the steps which she has mounted to reach Today!—One step was the raising of the American flag by Commodore Sloat. (Spirit pauses and from the distance, behind scenes, is heard the sound of excited talk and cheers: "Hurrah! Hurrah! Hurrah!")

SPIRIT: What a longing California had, after she became an American possession, not to be a territory, but to be a state! That was why the first convention was called to convene at Monterey, in Colton Hall, September 1, 1849. And it was that convention that ordered the first legislature to convene at San Jose just one month later. It was then that the cities, San Francisco, Sacramento, San Jose, Monterey, Los Angeles, San Diego, Benicia, Sonoma and Santa Barbara were incorporated. It was then that General Vallejo headed a committee to find out the derivation and meaning of the twenty-seven original counties of California. The names are of Spanish and Indian derivation and—but here are the Spirits of the Counties robed in California poppy gold to tell us of themselves!

(Enter twenty-seven boys and girls dressed in straight, sweeping robes of bright orange and each wearing a placard on which is printed the name of the county he or she represents. The Spirits of the Counties stand on each side of the Spirit of California. Alternately each steps forward in front of the Spirit and tells of himself. When he has finished he quietly exits and the next one takes his place.)

LOS ANGELES: I am Los Angeles County. I am named for Los Angeles, the "City of the Angels," which was founded by order of the viceroy of New Spain in 1781.

SAN DIEGO: I am San Diego County. San Diego means St. James. I am named after the first mission founded in California on July 16, 1769.

SANTA BARBARA: I am Santa Barbara County. I am named after the mission of Santa Barbara which was built half way between the missions in Monterey and San Diego.

SAN LUIS OBISPO: I am San Luis

Obispo County. I, too, am named after the mission whose name I bear. The mission was established in 1772.

MONTEREY: I am the County of Monterey. I am named for the Count of Monterey and perhaps, too, there is some reference to my beautiful pines, "kings of the forests." The town of Monterey was the official residence of fourteen governors and for a while it was the capital of California.

SANTA CRUZ: I am the County of Santa Cruz, or "Holy Cross." I get my name from the mission on the north side of Monterey Bay.

SAN FRANCISCO: I am the County of San Francisco. Father Junipero Serra was a Franciscan monk. He named the mission now called Dolores, which he founded in 1776, after the founder of his order, San Francisco de Asis. The presidio likewise took the name, as did the bay, and later the little town of Yerba Buena changed its name to San Francisco, making the group complete and all bearing the name of San Francisco.

SANTA CLARA: I am the County of Santa Clara. I am named for the Santa Clara mission, which was established January, 1777.

CONTRA COSTA: I am Contra Costa County. My name means "opposite coast" and I am across the bay, or coast, from San Francisco. I was almost called "Diablo," meaning devil, after one of my mountains. This mountain is so called because of a story the Indians told of evil spirits haunting the place.

MARIN: I am Marin County. I am named after the chief of an unfriendly tribe of Indians. These Indians attacked an exploring party in 1815. Marin was captured but he escaped. He took refuge in some islands at the mouth of San Rafael Inlet and these have since been called Marin Islands. Marin died at San Rafael mission in 1834, but the county still bears his name.

SOLANO: I am Solano County. Sem-Yeto, meaning fierce hand, was the great chief of the Suisun Indians. When he was baptized he took the name of Solano in honor of Francisco Solano, a missionary. The county which the Suisuns had claimed was named Solano after the Indian chief.

SONOMA COUNTY: I am Sonoma County. Sonoma is the Indian way of saying "valley of the moon." The Indian tribes of that region called their chief Sonoma.

YOLO: I am Yolo County. I get my name from the Indian word, "Yoloy," meaning a region thick with rushes. The tribes owning the tule

lands west of the Sacramento were called Yolo.

NAPA: I am Napa County. I am named after the Indian tribe which occupied the valley from San Pablo Bay to Mount St. Helen's. The tribe was large and caused much trouble until an epidemic of smallpox in 1839 almost wiped it out of existence.

MENDOCINO: I am Mendocino County. I am named after the cape on the western coast which was discovered in 1853 and named after Mendoza, the author of the expedition and the viceroy of New Spain.

SACRAMENTO: I am Sacramento County. My name means "Sacrament." The Sacramento River was first named "Jesus Maria" by Lieutenant Moraga, and its branch was called the "Sacramento." The river was later named the Sacramento and its branch, the Feather River. Both the county and its capital today bear the name of Sacramento.

EL DORADO: I am El Dorado County. I am so named because gold in paying quantities was first found within my borders.

SUTTER COUNTY: I am Sutter County. I bear the name of John Augustus Sutter, a native of Switzerland, who emigrated to California in 1839. He obtained a grant of land and founded a colony on the east side of the Sacramento River. Sutter was closely connected with the history of early California.

YUBA: I am Yuba County. Yuba is a corruption of the word Uva, or grape. An exploring party in 1824 on the banks of a tributary of the Feather River found quantities of wild grapevines growing.

BUTTE: I am Butte County. I am named after the mounds which rise out of the plains east of Sacramento. The Buttes were so named by some hunters of the Hudson Bay Company, whose leader was Michael Laframbeau, in 1829.

COLUSA: I am Colusa County. I am named after Indian tribes that once lived on the west side of the Sacramento River.

SHASTA: I am Shasta County. I get my name from the Indians who lived at the foot of Mount Shasta.

TRINITY: I am Trinity County. I was named after Trinity Bay, which was discovered on Trinity Sunday.

CALAVERAS: I am Calaveras County. Years ago Captain Moraga found many skulls near a creek. He called the creek Calaveras, meaning River of Skulls. The county in which

the river rises has assumed the name. It is said the skulls were those of Indians killed by a warring tribe when others were fishing in their territory.

SAN JOAQUIN: I am San Joaquin County. Finding a river which rose in the Sierras and emptied in Lake Buena Vista, Lieutenant Moraga in 1813 named the stream San Joaquin, after the legendary father of the Virgin Mary. The river, valley and county today bear the name of San Joaquin.

TUOLUMNE: I am Tuolumne County. My name comes from an Indian word which means a cluster of stone wigwams.

MARIPOSA: I am Mariposa County. In 1807 a hunting party camped on a river which had trees growing on the banks. Many butterflies fluttered around the foliage. Mariposa, meaning butterfly, was the name given the river and the county has since been called by that name.

SPIRIT (musingly): And those were the twenty-seven pioneers—and today California claims fifty-eight counties!

(Enter the Spirit of the City of San Francisco wearing a poppy-colored flowing robe with poppy peaked hat and a loose fog-grey cape.)

SAN FRANCISCO: I am the city of San Francisco. I heard that you were here and I hastened hither to tell you how California's first Admission Day was celebrated in my San Francisco!

(SPIRIT nods and smiles.)

SPIRIT: Tell me your story. I know it was in San Francisco that the first news of California's admission was known.

SPIRIT OF SAN FRANCISCO: How California longed to be a State! How she longed to add her star to the already illustrious and shining thirty stars of the Union's flag! *(Pauses. Speaks reminiscently and proceeds to the climax with dramatic and stirring fervor):* It was on October 18, 1850, that the mail steamer Oregon was sighted from Telegraph Hill, sailing through the Golden Gate, nearing the harbor with flags flying—with streams of bunting, red, white and blue, gaily waving in the cool breezes of blue San Francisco Bay. The good news was signalled from the ship to the waiting people on the hill. *(Pauses, and cheers, hurrahs and glad shouts are heard coming from behind scenes.)* The news spread rapidly—California was one of the United States! California was admitted to the Union! All business was closed, courts adjourned and the peo-

ple assembled at Portsmouth Square in a frenzy of delight to celebrate the event. Newspapers from New York which carried the story sold for five dollars apiece. Guns were fired! *(Pauses. Noise as of guns being fired float in from behind the scene.)* Music and bands were the order of the day. *(Pauses, while from behind scenes a drum is heard beating a march tune. Then the first verse of the Star Spangled Banner is sung by a chorus of enthusiastic voices.)* There was crying, laughing, congratulating and there was an eager and informal procession up the streets of the town. *(Pauses while tramp of many feet and calls of people are heard from behind scenes.)* Mounting his box behind six fiery mustangs and lashing them to their highest speed, the driver of Crandall's stage shouted and cried the glad news to the people all the way to San Jose, the capital. Governor Burnett, himself anxious to tell the people, rode in another coach to San Jose. Along El Camino Real dashed the two stages, but Governor Burnett's arrived a few minutes ahead of Crandall's and it was he who told the populace in the Santa Clara Valley of California's Admission to the Union!

SPIRIT (rises and stretches arms outward): California! My California! *(Music of Spanish or Mexican dance is heard from back stage. El Pajaro, or some other dance may be used. Music ceases.)* The music of the past! *(Pause.)*

(Chorus of voices sings in loud, full, sweet tones the first and last verses of "America.")

SPIRIT: The music of the present and of the future!—*(Pause.)*

I am the Spirit of California—
I am Youth, Health, Wealth.

Bright gold is my sunshine,
Wet gold is my rain.
Gold grows in my valleys—
In hills, coast and plain.

Oh wide are my borders!
Farflung is my length,
And glorious my beauty—
Gigantic my strength!

I am the Spirit of California—
I am Youth, Health, Work, Wealth!

I am Opportunity!

(CURTAIN)

ACT III

TIME: Immediately after Act II.

PLACE: Same as Act II.

CHARACTERS: Same as Act II.

(As curtain goes up the boys and girls are discovered walking about viewing the stage and setting in crit-

ical manner. They have changed from their costumes to their own clothes.)

LOIS (enthusiastically): I know we'll surprise every one with our play! Just think, we've worked up all that material ourselves! I shall never say again that the facts of history are dry!

GEORGE: You've found out now that a person does not have to be named after George Washington to be interested in history and to feel patriotic!

HARRY: We have told of California's romantic past; we are living in the present. I know a poem I wish we could use—it tells of California's future need. It is stirring and it inspires me to wish to grow to be one of the men the poem describes.

RALPH: Maybe we could use it. Can you recite it?

HARRY: Yes. The name of it is, "The Call of California."*

"There's a new voice calling loudly
Through our golden western land—
Calling down from hill and mountain,
Up from wave-washed ocean strand:

"Calling in the breath of blossom,
In the breeze from peak to shore,
In the wealth of scenic grandeur,
In the world-enriching store:—

"Bring me men to match my mountains,
Tall, majestic, firm and grand;
Men to match my stretching shore-line,
Guardian of our golden land;

"Men to match my groves and gardens—
Rich in fruits of health and cheer;
Men to match my scenic splendors—
Never failing to endear;

"Men with minds to match my sunlight—
Clear, pure, penetrating, free;
Men with souls to match my vastness,
And my hopes of destiny;

"Men to match my place of honor
In Columbia's starry fold,
Fearful only of injustice,
But for right and duty bold;

"Men whose patriotic purpose
Is not bound by battle's strife,
But divines its best expression
In the common things of life."

MARIAN: That poem furnishes just the right touch! I think that after the curtain goes down, we should have it rise again and the Spirit of California could rise and recite those lines in a clear, ringing voice. That would conclude the program.

RALPH: Hurrah! Now we're all ready to surprise the whole town with our Admission Day program! (*Ralph seizes his guitar again and all join him in singing the first verse of "I Love You California."*)

(CURTAIN)

**A BIG EDUCATIONAL PROGRAM
IN A SMALL COUNTY**

Kings county, "The Little Kingdom of Kings," does not loom large on the map of California. However, it occupies a favored spot in the most level part of the southern San Joaquin Valley, where its fertile fields and luxuriant vineyards delight the eyes of those who "Seek the kingdom."

Geographically small, Kings county looms large on the map of progressive education in California. In this county of 1375 square miles, there are approximately 6000 children enrolled in the four kindergartens, thirty-four active elementary school districts and three high school districts.

The problems involved in bringing the schools of Kings county to their present high state of efficiency have absorbed the time and energetic effort of Miss M. L. Richmond, county superintendent of schools, for the past eight years.

Miss Richmond has been able to secure such complete cooperation from the citizens of Kings county that during her administration a great building campaign has been carried on in almost every school district, with the result that Kings county enjoys a state-wide reputation for excellent, scientifically constructed school buildings.

The provisions of Amendment 16 made it possible for Miss Richmond to introduce a system of rural school supervision which has proven effective in raising the standards of the rural schools. During the past five years supervision has been provided covering music, physical training, manual training, agriculture and the general subjects. Through the careful expenditure of the funds provided every child in Kings county may enjoy an educational opportunity which is not surpassed in the most advanced schools of the state.

The objective measurement of educational progress in all the schools of the county has shown a steady growth in the attainment of the pupils. The standard tests given at the conclusion of this school year indicate that the elementary school children of Kings county are superior in the "three R's" to the standards as they are established by the makers of the tests. Since the schools have achieved proficiency in the so-called "fundamentals," the aim of the administration is to firmly establish those other "fundamentals" which contribute to life "more abundant." A new course in nature study has been adopted by the County Board of Education and an extensive library purchased to open the eyes of the pupils of the elementary schools to the "infinitely great and the infinitely small" in nature. An intensive campaign for the improvement of spoken English is a project for the coming school year.

Miss Richmond has in a large measure been responsible for the vast improvement in the quality of the school product because of her policy for the improvement of teachers in service. This has been accomplished by providing extension courses given in various centers in the county where teachers received instruction of a university grade carrying upper division credit by regularly qualified extension instructors from the University of California and the Fresno State Teachers' College. Such courses as: Teaching English to Foreign Children, Teaching English to Foreign Adults, Immigration, United States

Constitution, Teaching of Reading, Tests and Measurements, Rural Education, and Elementary School Curriculum, have made it possible for teachers to qualify themselves for Americanizing, supervision and administration credentials while actively engaged in class room work as well as improving the quality of instruction and management in the classroom.

An agreement with the Fresno State Teachers' College has made possible a co-operative plan whereby the college gives intensive supervision to certain rural schools in exchange for the privilege of using these schools as practical training institutions for student teachers who aspire to serve rural communities.

Miss Richmond is a member of the Council of Education of the California Teachers' Association and a member of the field and research committee in rural education of the University of California, Southern Branch. She is a past president of the Central Section, C. T. A., and an active worker for progressive educational principles.

Will C. Wood, state superintendent of public instruction in California, has stated that Webster's New International Dictionary, containing minor corrections and alterations, is quite up to the standard maintained by the publishers of Webster's dictionaries since 1843. It is a splendid volume, just the kind of a dictionary that every school should possess.

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*By Stanley B. Wilson.

Leading Candidates for the Republican Nomination for Governor Present Their Educational Platforms

ACTIVITIES OF THE STATE BOARD OF EDUCATION

(By Florence J. O'Brien, Vice-President State Board of Education)

Since January 1, 1923, when Governor Richardson took office, at least as much if not greater progress in education has been made as in any three and one-half year period in the history of the state.

The State Board of Education, the members of which are appointed by the Governor, are in charge of the divisions of text books, certificate and trust funds. A brief report therefore of what has been done in these three divisions under the control of the State Board of Education will verify this assertion of educational progress.

The total number of free state text books ordered printed by the State Board of Education and received from the state printer by the board since January 1, 1923, is 4,050,278. These books are needed and were supplied to an enrollment of students in the elementary schools which increased from 598,777 in the fiscal year ending June 30, 1923, to the estimated number of 704,332 for the fiscal year ending June 30, 1926.

The total expenditure for free text books for the fiscal year ending June 30, 1923, was \$260,846.64. For the fiscal year ending June 30, 1925, the total expenditure for free text books was \$300,390.63. For the fiscal year that is just ended June 30, 1926, bills are not all in and figures are not available,



Governor Friend W. Richardson

but the total expenditure will be, it is estimated, considerably greater than that of the preceding year. Within the four years the State Board of Education has contracted for three new geography texts, for

which there has been for some time past demand by the school people of the state. At the July, 1926, meeting of the state board another long felt want in state text books was supplied by the adoption of a civics. This is the only civics free text book in use in California and a book for which teachers have been asking for a number of years.

By certification is signified the issuance of credentials to teachers. Under the direction of the present board during the last half of 1924 the total number of credentials issued was 9666. During the following year the total number was 17,303, while during the first half of the present year the number is 5601. Those issued from the Los Angeles office, which has been enlarged and equipped to serve the needs of the teachers in the southern part of the state during the second quarter of the present year, were nearly as much as those issued from the longer established Sacramento office. The total fees received from credentials during 1923 was \$31,268.78, during 1924 it was \$60,220.79, during 1925 it was \$63,556.44 and during the first half of the present year it was \$27,567.74. The amount of credential fees turned into the state treasury by the board from July 1, 1925, to July 1, 1926, was \$60,386.28.

By Trust Funds, reference is had to the public school teachers' retirement salary fund. The State Board of Education, following the recommendations in the messages of the Governor to the Legislature, has given careful study to this subject and has through its legislative committee striven earnestly to secure an appropriation for a thorough investigation of the condition and probable future of the teachers' retirement fund. The number of retirements granted from January 1, 1923, to June 30, 1926, was 384. In addition 68 were granted at the July meeting of the State Board of Education in San Francisco. The number of names on the payroll receiving retirement salary for the quarter ending December 31, 1922, was 843. The number for the quarter ending June 30, 1926, was 1061. On January 1, 1923, the total amount invested in the permanent fund and retirement fund was \$1,528,273.32. On June 30, 1926, the total amount invested in the funds or on hand was \$2,454,705.09. In addition to this the state board has invested since July 1, 1926, the sum of \$302,500. This investment has been made for the past two years entirely in sound California school bonds. The offers of various bond houses in different parts of the state have been weighed and compared and the investments have been made with the utmost care and at the best possible yield. These activities of the State Board of Education are mentioned to indicate the responsibilities attached to its labors and to give an idea of the substantial progress that has been achieved in this department of the state government under the administration of and by the appointees of Governor Richardson and by those in the board surviving under his administration.

STATE OF CALIFORNIA

Comparative Statement of Appropriations for Education

Governor Stephens' Administration—July 1, 1919, to June 30, 1923

Governor Richardson's Administration—July 1, 1923, to June 30, 1927

Purpose	Gov. Stephens' Administration	Gov. Richardson's Administration
Board of Education	\$ 410,937.89	\$ 402,236.06
Superintendent of Public Instruction	1,091,150.00	1,522,116.42
State Library	565,900.00	456,700.00
Historical Survey Commission	35,000.00	
Hastings College of Law	40,600.00	37,600.00
Teachers' Permanent Fund	941,872.32	1,137,063.81
Vocational Education	438,695.54	803,830.64
Vocational Rehabilitation	70,000.00	35,000.00
Veterans' Educational Aid	300,000.00	200,000.00
Textbooks for Orphans	40,000.00	40,000.00
Elementary Schools	40,518,614.95	64,586,307.02
Secondary Schools	8,329,451.07	18,137,971.44
University of California	14,821,577.28	21,970,185.56
Teachers' Colleges and Special Schools:		
Chico	453,804.42	561,090.00
Fresno	457,886.17	744,170.00
Humboldt	207,889.99	264,390.00
San Diego	531,343.43	706,600.00
San Francisco	808,266.48	976,120.00
San Jose	949,495.41	1,162,950.00
Santa Barbara	330,733.27	606,749.38
School for the Deaf and the Blind	718,085.85	994,745.00
California Polytechnic School	579,437.76	368,980.00
Total Teachers' Colleges and Special Schools,.....	5,493,133.67	6,385,794.38
Grand Total Education	\$73,093,932.72	\$115,714,805.33

Increase during Governor Richardson's Administration of \$42,617,872.61, or 58.3 per cent.

Note: Appropriations for Los Angeles Teachers' College were for the first two years of Governor Stephens' Administration. After that the college became the Southern Branch of the University of California.

In addition to the responsibility of text books, credentials and trust funds, the State Board of Education is also invested with certain authority in connection with the teachers' colleges and holds annually in April a conference with the presidents of the colleges for the purpose of keeping in touch with the operations of the schools. That the teachers colleges have progressed under the administration of the present Governor is shown by the reports submitted by the presidents at the last April conference. At the Humboldt State Teachers' College at Arcata the attendance, according to the report of the president in April, was 270.

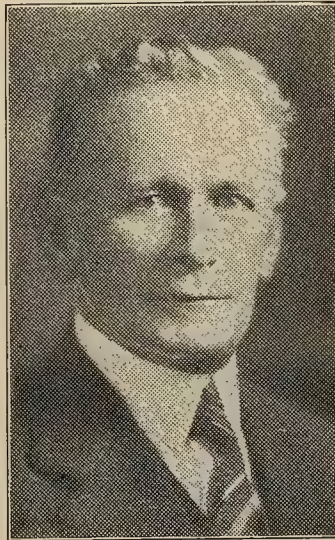
The enrollment at the State Teachers' College at Chico, according to the statement of the president in April, was 565, one-quarter of the number being men pursuing teachers' training courses. At this school a new gymnasium, for which an appropriation of \$30,000 was granted by the last Legislature, will be started this fall. Other improvements at both the new Eidwell Hall property and the Mt. Shasta Summer School have been provided for and are under way.

The acting president of the San Francisco Teachers' College reported that the school would serve upon the whole during the present year over 2000 people. Under that enrollment he stated 649 are regular elementary. He reported further that during the present year in afternoon and evening classes 527 teachers in service around the bay have been taking courses at the San Francisco Teachers' College.

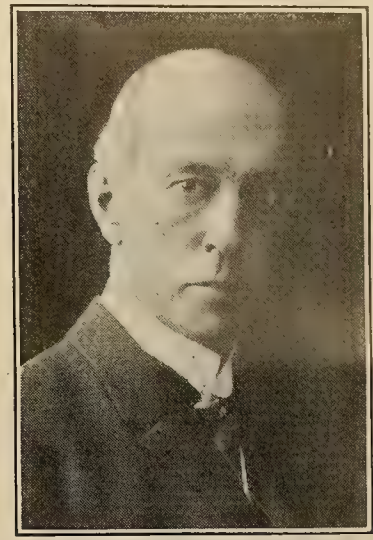
The acting president of the San Francisco Teachers' College reported a total enrollment of 1588, also the planning of a summer session of approximately 1400 students. He stated the number in attendance at the training school as approximately 500.

The president of the Teachers' College at Fresno reported total registration of 2000, the total enrollment not counting summer school, which was, he stated, 1670. The president of the Santa Barbara State Teachers' College reported that the school was attended by 505 students and was not encountering any difficulty in placing student teacher graduates in schools. He also reported that within the past year the school had received recognition for A. B. Degree from Columbia and Stanford Universities. The president of the San Diego Teachers' College, without quoting attendance, stated that the growth of the college had been so great as to lead to a demand for a site for a new college. The people of San Diego, he said, realize that there is a teachers' college in their city and that it deserves their hearty support and co-operation.

These items relating to the conditions of the State Teachers' Colleges are quoted to show that despite assertions two years ago of political opponents to the effect that the Richardson financial budget had threatened to cripple and was crippling the teachers' colleges, they are in a highly flourishing condition, enjoying larger attendance than ever before in their history. The officers and managers of each one of these schools are now ready to gladly testify that they are receiving at the hands of the present state administration all the funds and all the co-operation to which they are justly entitled.



Lieut.-Governor C. C. Young



Hon. Samuel M. Shortridge, U. S. Senator

THE EDUCATIONAL RECORD OF C. C. YOUNG

August 11, 1926.

Mr. Harr Wagner,
149 New Montgomery Street,
San Francisco, California.

Dear Mr. Wagner:

Your invitation to communicate with the teachers and school people of the state through the Western Journal is very much appreciated. This opportunity is particularly welcome because of my own long experience in the teaching profession. My actual service as a teacher in the California public schools began when I was eighteen years old. I then acquired a teacher's certificate by examination, and taught several terms in the country.

After graduating from the University of California in 1892, I became vice-principal at the Santa Rosa High School and the next year went to Lowell High School in San Francisco.

At Lowell High School I spent nearly fourteen years, mostly as head of the English department. During that time I prepared my book on English poetry, now officially used as a text book.

This intimate contact with schools has made public education one of my chief interests throughout my later years. In the Assembly and Senate I have kept in close touch with the education bills and the committee on education. I have watched with particular interest the developments of recent years in public school affairs.

I heartily favor the present provisions for state support of public schools based on "Constitutional Amendment 16." To supplement these constitutional provisions, I favor generous appropriations by the Legislature for the other phases of the school system, particularly the teacher training institutions. I recognize the folly of supplying adequate money for the employment of trained teachers and then refusing to train the teachers for that service.

A proper teacher's retirement system is essential to satisfactory school facilities for our children. Not only should the present retirement fund be protected and supported, but such changes should be made as are necessary to make the retiring annuity adequate.

Senator Samuel M. Shortridge is the Republican candidate to succeed himself as U. S. Senator for all California. The Senator began his career as a teacher in the public schools in Napa county, California, and in all of his public career he has given close attention to and prompt and efficient service whenever public schools or teachers were involved. His splendid record on the tariff giving protection to California products, and his record of achievements in securing constructive legislation for the upbuilding of the moral and industrial needs of the entire Pacific Coast, entitle him to re-election.

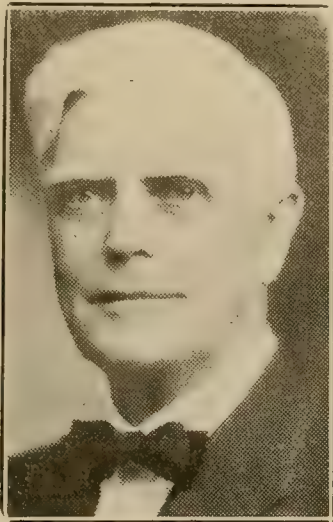
The World Court and the League of Nations and the relation of the United States to the world will always be a debatable question. Hiram Johnson's extreme negative position is not as desirable as that of the man with the open mind and tolerant spirit. Lowell's lines express the sentiment of the highest Christian civilization:

"When a deed is done for Freedom
Through broad earth's aching breast
There runs a thrill of joy prophetic,
Trembling on from East to West—
Mankind is one in Spirit."

I believe that the administration of the public school system should be independent of political interference, whether that interference take the form of attempts to dictate courses of study, to control appointments, or to hamper the institutions by inadequate appropriations.

I hope that my attitude toward the schools will be judged by my past record, my actual service in the schools, my close cooperation with the leaders of public education, and my connection with legislation in the interest of the schools. These things should count in the case of myself or any other candidate far beyond any general statements or promises which could be made.

Very sincerely yours,
C. C. YOUNG.



R. F. McClellan,
Chairman of Board of Supervisors,
Los Angeles County

R. F. McCLELLAN

In his gubernatorial platform, R. F. McClellan, chairman of the Los Angeles County Board of Supervisors, and candidate for the Republican nomination for Governor, stated with regard to education:

"Ranking high as an educational center and domain, California takes pride in her public school system, whose standards and equipment must be steadfastly maintained. Money expended for schooling needs becomes actual and wise economy and I pledge a zealous safeguarding of the educational interests of the state."

He further declared:

"I believe that free, popular, public education is the greatest duty of the state. Only by education, by learning the truth, can people be free. Money spent for education is an investment, the highest type of thrift known to human kind.

"If elected Governor I will do everything in my power to safeguard, support, maintain and advance California state school system. I will see to it that ample money is provided for the proper development of every department of education, and to the utmost of my ability I will endeavor to eliminate politics from the public school system wherever any remnant of political activity may still be found therein. I believe in civil service, and will do everything in my power to improve the Teacher Tenure Law of California, so that the teachers of the state shall work under a form of tenure which will protect them from dismissal, except for cause. I will do everything in my power to support and maintain the solvency of the Teachers' Retirement Fund, and to improve the Teachers' Retirement Salary Law, so that it shall accomplish the purposes for which it was established.

"I believe that the development of Junior Colleges is a necessity because of the increasingly large number who graduate from our high schools, and who need and expect collegiate training.

"In addition to providing ample funds for the state school system I will also provide adequate support and competent and sympathetic supervision for the state's benevolent, charitable, reformatory, and penal institutions."



Judge Rex Goodcell,
Formerly Internal Revenue
Collector

**EDUCATIONAL DATA CONCERNING
JUDGE REX B. GOODCELL**

**Candidate for the Republican Nomination
for Governor**

Judge Rex B. Goodcell, in his platform given to the press of the state on April 12, 1926, makes this statement in regard to the public schools of the State of California:

"To provide cultural development for the generation that is next to come, California should entirely abandon the idea of unwise economy. Education being the bulwark of our liberties, the first obligation of our generation is to provide a better equipped one to carry on the work of civilization and protect the nation when the time comes for us to pass the burden on to other shoulders. Only in our schools may we meet this obligation.

"California's schools are acknowledged to be among the best. They cannot be too good. In all our schools, let us have teachers adequately compensated for their all important task. Our children are entitled to the best, and we must provide that best; not grudgingly, yet ever avoiding extravagance."

Judge Goodcell's father for many years was a member of the board of education of San Bernardino. His mother, before her marriage, was a school teacher. His step-

mother was a school teacher. His brother, Roscoe A. Goodcell, a graduate of the University of California, was for some years principal of the high school at Shanghai, China; later was professor of English at the Imperial University of Chinan Fu, Province of Shantung, China, and subsequently was vice-principal of the high school at San Bernardino.

Mayo Thomas, Los Angeles, who is a candidate on the Republican ticket, with a progressive platform, does not specifically mention the public schools.

W. D. Mitchell of Fresno failed to furnish us with his platform or picture.

JUDGE WILLIAM H. LANGDON

Judge William H. Langdon is a candidate for Associate Justice of the Supreme Court. He has a special appeal to the teachers of California. He began his career at San Leandro, teaching in the day time, at night in San Francisco, and practicing law on Saturdays and during vacation. They say that when he campaigned for the office of superintendent of schools of San Francisco he ran so fast up and down Market street shaking hands with everybody, that his coat tails never had a chance to hang naturally on his manly form. He was elected, served efficiently, then elected district attorney and later was appointed judge of Stanislaus county; next he was promoted to the Court of Appeals. In the meantime he was the first president of the State Board of Education in the new regime. He has proven himself a safe and sane judge and has always been a friend of his co-workers of his earlier years—the teachers of California.

Judge D. A. Cashin, Associate Justice of the District Court of Appeals, is a candidate for re-election, and is the high class type of man that appeals to educational people. He practiced law in Fresno, served as Superior Judge, and was appointed to his present position. He is a man of fine judicial temperament, and a splendid citizen. Judge Tyler, speaking of his associate, says:

"Judge Cashin has proven himself an able, painstaking, hard working, conscientious judge, and as such is worthy of your support. It is the policy of the people of

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California to retain incumbent judges in office and Judge Cashin should be retained. The judicial office in this state is non-partisan, a characteristic that has been recognized in Judge Cashin's case by his appointment by two Governors."

As a result of the late bond election in Santa Barbara, which carried ten to one, W. J. Kircher, principal of the Santa Barbara Junior High School, expects to be in a new \$400,000 junior high school building within two years. This new building will be located on a fifteen and one-half acre tract on the Modoc road, on the west side of town. This new plant will handle from 1000 to 1200 students. There were 997 students enrolled in the junior high school this last year. Forty-seven teachers, an increase of five over last term, will be on the junior high faculty.

K. L. Stockton, principal of the Huntington Park High School, has just completed a new salary schedule for teachers of the high school which is considerably higher than the old schedule. Teachers' salaries run from \$1843 to \$2793; heads of departments receive \$3300. To reach the maximum takes nine years.

A co-operative vocational course has recently been worked out in Huntington Park in conjunction with suggestions from the State Board of Education. This course provides half time in school and half time at work in some of the shops of local industries. The Axelson Machine Company, manufacturers of oil pumps, are co-operating in this work.

In addition, new courses of study of the preparatory group and the high school graduation group have been completed.

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At least three new school buildings and additions will be erected in Kern County this summer, if plans that are to be presented to the County Board of Education are approved by that body and by the superintendent, L. E. Chenoweth. An increase of several hundred pupils is expected in the county school system, according to report.

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NEWS AND COMMENTS

Harr Wagner

Garfield said: "The flowers of friendship that grow over the garden wall of politics have the sweetest perfume." The garden wall in the present campaign will not be especially noted for the sweet perfume of the flowers that grow thereon.

If the state of California is to have a political manager, it is fortunate in having one of the big hearted, generous minded men with the constructive ability of Herbert Fleishhacker, rather than a man like Vare of Pennsylvania.

The educational slant of the various candidates for Governor as presented in this issue will be of more than passing interest to our readers.

Will the leaders of elementary education allow the leaders of secondary education to reach down in the grades and dominate the curricula?

Superintendent Joseph Marr Gwinn at the Massachusetts dinner to Mary McSkimmon, president of the C. T. A., contributed the following witty lines:

Here's to Mary McSkimmon,
Who combines all the charms of the women
With the wisdom of men
Multiplied by twice ten,
That's why our Mary's so winnin'!

Assistant Superintendent Overturf of Sacramento started something when he gave the Kiwanis Club an intelligence test one of memory based on the retention of unrelated facts. The San Francisco Chronicle of August 3 prints a splendid editorial on the interpretation of facts, rather than the memorizing of them, as follows:

Members of the Sacramento Kiwanis Club who livvered on a list of questions sprung on them

by an assistant superintendent of schools need not feel downhearted. The questions were supposed to constitute an intelligence test. But they were questions on matters of fact and so were not a test of intelligence.

Neither intelligence nor education rests on remembering a great number of facts. A man may be exceedingly intelligent and yet, for one reason or another, not have a large stock of information. And as to education—would you dare to say that there was ever a man with a mind better trained than Aristotle's? But Aristotle's information was scant compared with that of a modern wide-awake high school boy.

The importance of education is that it trains, or should train, the mind to know where to find facts, to recognize them, weigh them and reason from them. It is unimportant to have a great mass of facts stored in your mind if you know where to find them when you need them and know what to do with them. It is of no consequence whether you remember the algebra you learned in school. It is of consequence that algebra trains your mind to reason in an orderly and accurate way.

Yet information has its uses. The general public, so frequently criticised as gullible, is so not because it is unintelligent but because it lacks information on the subjects for which it falls. Your demagogue banks on that. He knows he can get away with his bunkum because his audience hasn't enough accurate information to be able to contradict him.

But information is not intelligence. Neither is it education. The educated mind is a mind trained to think. Schools fail unless they give that training.

The Frona Wait Colburn prizes given by the San Francisco Branch League of American Pen Women for three best stories concerning the cultural life of California from 1870 to 1890 competition, closes February 1, 1927. All manuscripts must be sent to Overland Monthly, Prize Contest Editor, 356 Pacific building, San Francisco. Mrs. Colburn, an active writer herself, has done much for the cultural arts of California, and has devoted her life to writing and the encouragement of young writers. This unique contest will be of interest to many people. If you want to compete, write for information to Story Contest Editor, Overland Monthly, 356 Pacific building, San Francisco, California.

McNeill Teachers' Agency reports that figures collected in its office indicate that there were in California, on August 1st, only about three-fourths as many positions open as in 1925, and yet there were more than one-third more teachers offering themselves for employment.

S. D. Merk, chairman of the Vocational Committee of the State Board of Education, presided at the annual conference of the Vocational Teachers of Trade and Industrial education held at Huntington Lake, August 9 and 10. He also delivered the address of welcome.

Zoe Porter, director of primary work in the Alaskan schools, has prepared "The Alaskan Primer," a book that appeals to children's interest by giving stories of daily activities, stories of birds and animals and of much loved Mother Goose rhymes. The book is beautifully illustrated by Hilda Keel Smith of the San Francisco State

Teachers' College. Price 75 cents. Published by Harr Wagner Publishing Company.

Alice Belle Williston of Theodore Roosevelt High School, San Jose, who was selected as a representative teacher by the Sesqui-Centennial American Youth and Teacher Awards Committee, reports that Harry Logan and Mary Juanita Blackburn, both of Los Angeles, had a wonderful time at the Sesqui-Centennial. The management in charge of the affair spared neither money nor time to give the American teachers and American youths who were fortunate in being selected, a wonderful time. Miss Williston was specially honored in being asked to serve on the committee of resolutions thanking the California committee and the Sesqui-Centennial for the patriotic trip and interest shown.

Dr. Harold W. Fairbanks, the noted author and traveler, expects to leave about November 1st for a trip to the islands of the Pacific and for a trip through Africa. Dr. Fairbanks will be accompanied by his wife and daughter. On the trip he will check up on his new geographic material on the islands of the Pacific and Africa. In 1924 he toured South America for his material on the book now in press. The entire world series of "Progressive Geographies," developed by the problem method, are being published by Harr Wagner Publishing Company. Dr. Fairbanks offers an opportunity to any one who desires to join his party and travel with him. He is an experienced traveler, and to any one desiring to secure the full benefits of such a cultural and informative trip, should write to him. Address Dr. H. W. Fairbanks, 1625 Grandview avenue, Glendale, California.

Superintendent Louise Clark of Santa Rosa, Sonoma county, has made a valuable contribution to public school administration by her cooperation with the Tax Payers' Association, and by securing a survey of the rural schools of Sonoma county. If you are interested, write to her for copy.

C. C. Carpenter, superintendent of Azusa grammar schools, had an enrollment of over a thousand students this last year. Mr. Carpenter has just signed a four-year contract with an increase in salary.

DEATH OF MR. T. M. COSTELLO

It is with regret that we learn of the death of Mr. T. M. Costello, which occurred at Chicago on August 5th.

Mr. Costello has been one of the outstanding figures in the school supply industry, having been intimately connected with it for forty years. He was the head of the manufacturing firm of Weber-Costello Company, and the originator of the well known Hyloplate and Sterling blackboards, and had been associated with the late C. F. Weber of the firm of C. F. Weber & Company, San Francisco and Los Angeles, in the organization of the company bearing his name.

At the time of his death he occupied probably the most outstanding position of any man in the school supply industry. His passing away will be sorely regretted by his many friends among the entire school supply fraternity.

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**ITEMS OF PUBLIC INTEREST FROM
PROCEEDINGS OF THE STATE
BOARD OF EDUCATION,
JULY 12-17, 1926**

The State Board of Education met in regular quarterly session in San Francisco, California, July 12, 1926, with all members present.

The regular order of business was suspended for a brief period in honor of the memory of Miss Mamie B. Lang, commissioner of elementary schools, who died July 5, 1926. The members of the board expressed deep regret at Miss Lang's death and appreciation of her worth and service as elementary commissioner.

The board adopted the following resolutions in memory of Miss Mamie B. Lang: "Whereas, by the death on July 5, 1926, of Miss Mamie B. Lang of Red Bluff, commissioner of elementary schools, the State of California has lost one of its most useful and constructive officials, and,

"Whereas, her long and valuable career in school work was one of devotion to the welfare and uplift of the children of the state, and,

"Whereas, her sudden and untimely end came while she had many plans for the improvement of school conditions and was engaged in self-sacrificing devotion to the cause of education in California; therefore, be it

"Resolved, That these resolutions of appreciation of her worth and sympathy with her loved ones be spread upon the minutes of the board and a copy of them sent to her father, Robert Lang; also, that they be sent for publication by the Western Journal of Education and the Sierra Educational News."

The high school textbooks on which action was postponed at the April meeting of the board, were approved.

The board also approved the high school textbooks offered by publishers for adoption at this meeting.

A letter was received from Nutter, Hancock and Rutherford of Stockton, suggesting that an effort be made by the State Board of Education to determine whether certain school officials, who preferred charges against a teacher in San Joaquin county, might be reimbursed on account of the expense incurred in obtaining the evidence in substantiation of the charges made. The secretary was directed to inform them that the board did not deem the charge one that the state should pay.

The board voted that, with the consent of the State Board of Control, Bulletin 2-D, "A Suggestive Course of Study for Kindergarten-Primary Course of Study," be distributed free to teachers in California who may desire to use it, and that the price of 50 cents a copy be continued to private individuals and to people outside the state. (Note: This was approved by the State Board of Control under date of July 22, 1926.)

The board continued the Fourth and Fifth Readers of the "Progressive Road to Reading," published by Silver, Burdett and Co., until further notice.

The board voted to readopt the Progressive Music Series, published by Silver, Burdett and Co., such readoption to be for a period of four years beginning July 1, 1926.

The printing of 90,000 copies of Fair-

banks' "California" for use in the schools as of July, 1927, was authorized.

"How We Govern," by Frederic P. Woellner, published by Charles Scribner's Sons, was adopted as a text in civics for the elementary schools, to be available not later than July, 1927, subject to the revision of the book to the satisfaction of the board. The board directed that Woellner's "How We Govern" be referred to the Legislative Counsel Bureau for suggestions regarding changes to be made in the book to conform to California statutes and practices.

Mr. A. C. Olney, commissioner of Secondary Schools, tendered his resignation, to take effect August 10, 1926. The resignation was accepted with regret.

Dr. Herbert R. Stolz tendered his resignation as supervisor of physical education, to take effect August 1, 1926, which was accepted with regret.

Miss Winifred Van Hagen, assistant supervisor of physical education, was appointed acting supervisor of physical education.

The board held interviews during the week with applicants for the following positions: Commissioner of elementary schools, commissioner of secondary schools and supervisor of physical education. Inquiries were also made concerning persons suggested for the above positions. Names of eligible persons having been suggested by board members and other school officials, the board voted to hold a special meeting in San Francisco, at the Fairmont Hotel, September 2, to consider the matter of filling these three vacancies on the professional staff and give applicants an opportunity to be heard.

In response to a request from a committee representing the commercial education supervisors of the state, Mr. Merk offered a motion that provision be made in the next budget for employing a supervisor of commercial education to be under the direction of the commissioner of vocational education. The motion was carried unanimously.

A letter from Will C. Wood, director of education, requesting action on the appointments of Wm. John Cooper and A. B. Anderson for the presidencies of San Jose State Teachers' College and San Francisco State Teachers' College, respectively, was referred to the Teachers' College Committee for consideration and report.

The following day Mr. Storke, chairman of the Teachers' College Committee, presented the report of his committee that the nominations of Wm. John Cooper and A. B. Anderson for the presidencies of San Jose State Teachers' College and San Francisco State Teachers' College, respectively, be not approved. The motion was carried, Mr. Clarke and Mr. Jarvis voting no and Mrs. Bryant absent.

The teaching credentials of Tom A. Russell of Los Angeles were revoked on account of unprofessional conduct and evident unfitness for teaching. He was cited to appear to show cause why his credentials should not be revoked, but failed to appear. Mr. Russell held the following credentials: Grammar School Life Diploma, December 19, 1913; Unlimited High School Credential, March 5, 1916; and a Secondary Life Diploma, February 1, 1923.

The board adopted the regulations governing the granting of the Junior College Credential and the regulations governing

the Miscellaneous Type in Science Credentials, in accordance with the recommendations of the Commission of Credentials.

RETIREMENT SALARY BUSINESS

Refunds of erroneous salary deductions were granted, amounting to \$111.20.

Three hundred and two thousand five hundred dollars of the surplus funds from the Teachers' Permanent Fund were invested in school bonds.

Retirement salaries were granted as follows:

Five Hundred Dollars Per Annum

Lucy Frances Adams, San Francisco.
Musette R. Akerly, Oakland.
William Robert Andrews, Pasadena.
Florence M. Averill, Riverside.
Mrs. Catherine A. Billingsley, Langells Valley, Oregon.
Mrs. Mary V. Boardman, Oakland.
Katherine E. Brogan, San Francisco.
Mrs. Lenore B. Brown, Fresno.
Louise C. Brush, San Jose.
Gertrude A. Butler, Colton.
Mary M. Campbell, Oakland.
Mary Elizabeth Casey, San Francisco.
Emily Ann Cove, San Francisco.
Anna Delia Crain, Pasadena.
Jean A. Crofton, San Francisco.
Kate H. Crowley, San Mateo.
Jennie Cullen, San Francisco.
Mrs. Minnie M. Duxberry, San Francisco.
Nellie F. Emery, Monterey.
Mrs. Mary E. Felton, Redlands.
Mary E. Flynn, Oakland.
Elizabeth A. Frontin, San Francisco.
Cora Gallagher, San Francisco.
Theodore S. Gallagher, San Jose.
Joella F. Gowly, Santa Ana.
Dora Waters Hattel, Woodland.
Florence S. Haynes, San Francisco.
Fannie Hoyt, Sacramento.
L. M. Hollingsworth, Tollhouse.
Mrs. Ella Webb Horine, Palo Alto.

(Continued on page 17, column 2)

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A NEW FOUNDATION

Capitalizing the Educational Value of Labor as an Integral Part of the Public School System

By Colonel E. Hofer

Editor The Manufacturers and Industrial News Bureau

In the past twenty-five years there has come into existence an entirely new system of erecting homes and public buildings. The cement-concrete foundation and the steel super-structure have transformed the entire system of building houses and of public architecture.

Just as revolutionary a change has taken place and is in process of being perfected in the character of public education, that will extend over the grammar school grades to the utmost realm of higher education.

This change in the foundation and super-structure of public education, as conducted by the state, and affecting the so-called masses of the people, begins with a serious consideration of what might be called the public school plant, and its effect upon the raw material upon which public education exerts its transforming power. The public school plant must, roughly stated, consist of the lands upon which school and college buildings are erected; second, the buildings themselves; and third, the equipment with which the educational courses are imparted to the children.

First, we must consider the educational value of the plant itself—the grounds and buildings. Who does not concede the important function performed by beautiful architecture, highly improved lawns and terraces, leading up to the entire ensemble of the school district as an object of civic beauty and the refinements of landscape gardening? This influence of public school and college buildings and what is termed the campus, is very far-reaching in setting an example for a beautiful and refining character in the appearance of our cities and towns.

What about utilizing this plant as a means of education and for its educational value? Neglected-looking buildings, unsightly sheds and playgrounds, neglected lawns and shrubbery, ramshackle fences, rubbish-heaps, and general disorder should be no longer tolerated as object-lessons in public educational grounds and equipment.

Hence we come immediately to the practical value of considering the public school plant for its educational values. Here we open a door of information where education itself and the character of citizenship imparted to the growing generations by their contact with the public school plant and its influence upon their lives, becomes of the utmost value. Shall we permit our children to grow up entirely indifferent toward the public school plant, its maintenance, and its influence upon their lives, or shall we have them vitally interested in making this plant a beautiful public property, appealing to the civic pride of the taxpayers who provide it and own it as much as they do their own homes?

One California community known as San Mateo-Burlingame Union High School District—embracing fifty thousand population of home-owners and working people, having elementary schools, junior and high schools and a junior college, has gone far to lay a new foundation for a public school

system that should be seriously considered by other Californian and western communities. From fifty to sixty per cent of the older boys, from the eighth grade upwards, have been transformed into working men, in their spare hours after school and vacation days, and are instructed in all the trades needed to maintain the grounds and school buildings in perfect order, and are earning regular wages—thirty, forty and fifty cents an hour, according to ability or efficiency. Can you grasp what this means? All the labor of maintaining the beautiful lawns, terraces, shrubbery, flowers, and grading, is done by the surplus labor in the otherwise idle hours of the growing boys and young men who are fitting themselves for life citizenship and the obligations involved in maintaining homes and performing the necessary labors of the community. They are learning to do these things under intelligent instruction. They feel the dignity of becoming skilled laborers, each, as far as possible, on a line of industry for which he has a preference, and will make his life-work.

This union high school district has training in manual labor, has shop equipment on all lines, gives credit for educational value of labor when proper, does not slight grade or class work in the regular courses required by the public school system, but it goes a step further. It gives boys who want to work a chance to be employed—a preferential chance, and not as charity, but as good business, and on a fair wage scale. It goes a step further in ascertaining as early as possible what is the occupation or trade the boy feels he would like to follow in his career as a citizen. He is started early on the life job that is going to be his. That job is dignified. He is given practical instruction in any one of thirty or forty trades, co-relative occupations in metal-work, wood-work, cement-work, electrical-work, building, decoration and landscape gardening.

What is the net result? As already stated, there is no slighting or slackening of interest in the text-book grades and courses of study. If anything, the boys who work at trades—fifty to sixty per cent of the entire enrollment above the eighth grades—working at trades in which they become skilled by the time their public school career is ended, and they are full-fledged wage earners in every sense of the word—they are keener and rank higher as students for their industrial training. The hours put in after school, on Saturdays, week-ends and seasonal holidays and the summer vacation, are of the greatest educational value, not only in forming habits of industry, but in learning the value of materials employed, and of the value of time employed, and the value of another fellow's time. In business judgment, in practical common sense, their wits have been sharpened in the hard school of labor, where no concealment of real efficiency escapes observation.

This highly practical work, under which last year the higher grades of working boys put in fifty thousand hours' time, at fifty cents per hour, speaks for itself. Useful secondary buildings costing \$30,000 were finished as good workmanlike jobs by the boys who received fifty cents an hour. As many hours were put in by the thirty and forty-cent groups. These latter are requir-

ed to deposit one-half of their earnings in the public savings bank. They may spend the other half under parental direction. The fifty-cent group are allowed to deposit their money in the local banks, and do largely as they please with it. But all of these boys are saving money, and all have spent money of their own earning and of which they know the value. They are not idling away their time after school, nor chasing around in gangs on Saturdays. A new seriousness of purpose and dignity has been added to their lives. The wage earners compare favorably in class work with the non-workers. The juvenile courts, the police courts and the delinquency records are not made prominent with their names. As a general practice, idleness among youth, with the pressure of the present day for wasting time and squandering money, still demands its toll of criminality from the ranks of the rising generation, even though they be enrolled in the public schools.

This brief statement of the system of voluntary industrial democracy,—as there is no law requiring common or skilled labor at the hands of students,—has been developed in actual practice for the past fifteen years at San Mateo-Burlingame. It was established by Principal W. L. Glasscock, backed by the school board, sustained by the public sentiment of the community. Mr. Glasscock has a disdain of the title of "professor," and prefers to be called plain "Bill;" he is a worker himself, besides being a lifelong pedagogue. He is building a number of beautiful homes in the most beautiful suburbs and districts of California. He wears the garb of a working-man, and can take a full hand at any of the numerous forms of common labor performed in maintenance of the grounds and the plant.

I have tried to state the plain facts, which are open to investigation of educators. All over our country, industrial education is growing in demand. In many communities it has been applied and the problem partially solved.

This is the first paper of a series on this subject, is written to emphasize the idea that a new foundation is being laid for public education, and that it has grown out of the needs of the taxpayers getting a better product in the way of efficient citizenship—a citizenship that is going to be better for nine-tenths of the population constituting the average community. This is to be accomplished by practical instruction along industrial lines that are nearest at hand in the upkeep of the school plant itself.

Mexican Teachers Study Mrs. Samuel's Methods

Two Mexican teachers were in Claremont until the close of the summer session, July 31. They took courses in education and observed the demonstration school operated by Pomona College under the direction of Mrs. Adelia Samuels, the author of "An About Face in Education." They were especially chosen by the National University in order that they might come to this country and learn the most modern American educational methods. Miss Appendini and Miss Chagoyan are teachers in the normal school in Mexico City and were chosen by the National University of Mexico to come to Pomona this summer.

WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

Plans for the new \$350,000 high school building in Redding, Shasta county, have been approved by the board of trustees. The auditorium will have a seating capacity of 1200 and besides the main structure a building will be erected for a gymnasium.

Miss Mary Maguire, for twenty-three years a teacher in the Oakland schools and since its construction an instructor in the Roosevelt High School, passed away at her home recently.

The sum of \$8000 was voted by the residents of Delhi, near Stockton, for an addition to the present grammar school building.

Taxes are to be increased for one year in South San Francisco, as a result of a vote of the people in favor of improving school facilities. The funds raised will be used to complete the work that was begun on the school following the last bond election, equip the school auditorium and improve the school grounds.

The high school bond election in Galt was voted favorably upon by the residents of the district last month. The sum of \$100,000 is to be spent on the new high school. William Rutherford has been appointed principal of the school and was on the ground boosting for the bonds just before the election was held.

William John Cooper, superintendent of the Fresno city schools, was one of the lecturers at the summer session of the University of California, Berkeley, this summer. He was a speaker at a number of gatherings in Berkeley, also, including the meeting of the City Commons Club. Before this body he urged the cooperation of business men in education and care in picking school boards.

At an election held recently Harmony Grove school district, near Lodi, voted bonds for \$25,000 for the purpose of erecting a new school house.

A school building program, the sum as yet undetermined upon, is soon to be launched in San Jose, it is reported. Walter Bachrodt is city superintendent of schools and Andrew Hill is his assistant.

Paul Webb from the Glendale High School has been elected to the position of director of research and guidance in the Huntington Park High School.

Undaunted by four defeats within the period of one year at bond elections for the purpose of raising money to build a new school house in the Eureka Elementary School District, near Roseville, California, proponents of the movement gave a big benefit dance and midnight supper on July 24, the proceeds of which will be used as a beginning school fund. The Eureka School District is composed of what were formerly the Excelsior and Allen districts. People in both districts are determined to raise funds for the education of the children of the district.



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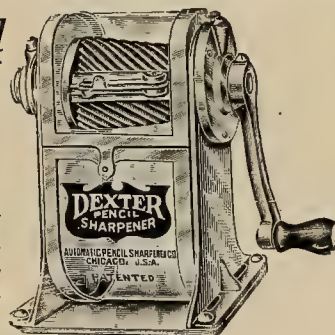
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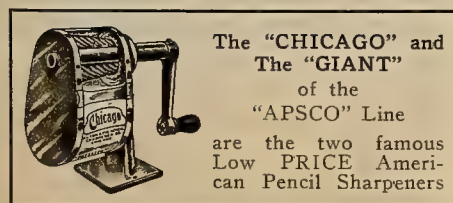


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LIBRARY DEPARTMENT

May Dexter Henshall

County Library Organizer,
California State Library

THE FORTY-FOURTH COUNTY LIBRARY

Early in July Miss Edith Gantt, county librarian of Plumas county, and Mrs. May Dexter Henshall, county library organizer, spent a week among the people of Sierra county explaining how a county with a small assessed valuation can receive library service.

They attended the July meeting of the Sierra County Board of Supervisors and discussed the matter with its members. Because of conclusive evidence that the people desired county library service the supervisors of Sierra county signed a contract for county library service from Plumas county.

Owing to financial conditions there are seven small counties of California that will need to contract with contiguous counties having county libraries for library service. Sierra county is the first one to enter into such a contract.

FRESNO COUNTY LIBRARY AIDS VISUAL EDUCATION

Fresno county library owns an electrically operated lantern and set of 500 slides to accompany it. Post cards can be used in it. At the request of patrons slides are borrowed from the University of California.

The lantern and slides are loaned to individuals or organizations through county library branches or through the school department to both elementary and high schools. Rural churches often borrow them. Large fruit growers' corporations use the lantern and their own slides to demonstrate their own work to their constituents through the county.

The county library also owns a moving picture machine and a large collection of films. This machine is small and easily

handled and has been found most successful as it attaches by electric cord just as an electric fan does and is operated by a push button. It is called the S. V. E. Pictorial Society for Visual Education, Inc., Chicago. The films are in small metal "pill-boxes."

The University of California has made large purchases for extension work in the state and libraries are able to supplement their stock by paying carriage on borrowed films. The Picturol is used by churches for lecture work, as the collection on religious subjects is good; by the Parent-Teacher Association; by county library branches in small towns in connection with story telling and club work; by high schools; and by various other organizations. Its value has been clearly demonstrated. It has brought people into the library for its loan who had no previous knowledge of the value of the library to them. It has proven an advertisement of the first rank.

KINGS COUNTY LIBRARY SERVICE TO SCHOOLS

Miss Julia Steffa, county librarian of Kings county, reported recently to the Kings County Board of Education on the services of the county library to the elementary schools of the county and to the teachers' library for the school year 1925-1926.

The report shows that the following material had been furnished to the schools:

- 30,962 supplementary books.
- 5,789 books for home reading.
- 183 maps, globes, charts.
- 713 magazines.
- 195 music records.
- 698 pictures.
- 11 sets of stereographs.
- 8 stereoscopes.

Miss Steffa said, "The use of the teachers' library has doubled this year over last year, due to the extension courses taken by the teachers. There are 150 teachers registered as library borrowers. There are 675 volumes in the teachers' library. The county library supplied as many of the books needed for the extension courses as possible and the state library gave an excellent supplementary service, about fifty volumes having been borrowed. The total circulation was 689 volumes; 539 being from the county books and 150 from the state library and the books in the office of the county superintendent of schools."

"READING WITH A PURPOSE"

The trend of present day education is the theme of a brief reading course on **American Education** just published by the American Library Association, Chicago. Its aim we are told is to acquaint the general public with the things our schools and colleges are trying to do and to tell the average reader about some of the problems confronting the schools of the country and how they are being met.

Dr. William F. Russell of Teachers' College, Columbia University, is the author of the course. He says the problem of education is "to take the baby and change him

into a good member of society." He develops this idea in the discussion of seven books which he recommends for reading. One of them is **Our Faith in Education**, by Henry Suzzallo, president of the University of Washington. Dr. Russell says of it: "It is brief. It is quite plain. In 95 small pages it gives the place of education in America; it outlines our problems and tells us what we may do. Read it in a single sitting."

This is the fifteenth course in the "Reading with a Purpose" series. It will be found in most libraries with the books it recommends.

NOTES

On July 1, 1926, Mrs. Alice G. Whitbeck, county librarian of Contra Costa county, sent to the custodians of the county library branches the first issue of a monthly paper called **Library Link**. "Why the Library Link? Because the paper will be the link that will connect one branch with the other, the whole to form the Contra Costa Free Library." The paper is in the form of a folder and has the colored county free library sign for its cover design. The first issue is attractive and filled with information.

The County Board of Supervisors of Marin county voted at a recent meeting to establish a county free library system in Marin county. County Superintendent J. B. Davidson and other educators in Marin county are pleased with the progressive step taken by the Board of Supervisors and are making plans to make the most of the service which is to be offered to them.

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Fifty bids were submitted for work in connection with the \$100,000 building project of remodeling the Central Grammar School in Tulare, recently. Four to five bids were submitted on each of thirteen propositions. Some land will be purchased for the extension of the school grounds with a part of the appropriation.

Additions to the high school in Ceres are now being made and extensive improvements on the grammar school planned. It is expected that the high school will be ready for occupancy this fall. An attendance of 200 is expected in the high school and about 700 in the elementary grades. The entire school faculty has been retained.

The Elmhurst School in San Francisco is to have improvements, the cost of which will total \$30,000.

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(Continued from page 13, column 3)

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The board adjourned to meet in Sacra-

mento in regular quarterly session, October 11, 1926.

Respectfully submitted,

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BOOK REVIEWS

BUNNY BEARSKIN, by Guy Winfrey, illustrated by Louise D. Tessin: Bunny Bearskin is a bunny who has wonderful adventures and the author makes the most of his story in the telling, for his incidents and his humor carry a charm that it is impossible to resist. Having fallen into the water and gotten wet and then remembering that his mother told him that if he got wet she would spank him, is the motive which starts Bunny on his search for some clothes to wear. This search is ended when Bunny finds a bearskin coat hanging on the line in Mrs. Bear's yard. He promptly borrows the bearskin and when he dons it, he resembles a bear in the eyes of all of the animals of the forest. Bunny's adventures are great fun for him—but they do not seem so funny to those who encounter him—until they find out who he is. The artist, Louise D. Tessin, has caught the spirit of the story and her illustrations are full of action, humor and charm. Bunny Bearskin is for little folk, but the big folk will get enjoyment from it, too. (Milton Bradley Company, Springfield, Mass. Price \$1.50.)

HAPPY HOLIDAYS, by Frances G. Wickes: Beginning with Labor Day, which is the first holiday in the school year, this little volume follows the calendar around through Columbus, Halloween, Thanksgiving, Christmas, New Year's, Lincoln, St. Valentine, Washington, Arbor, Bird, Easter, May, Mother's Day, Memorial, Flag and Independence Days, to the close of the school year, furnishing material to be read, memorized, dramatized and written of, by children in the elementary grades. The book is commendable not only because of the variety of selections offered, but because much of it is new as well as interesting and because the material is so excellently suited to the child's needs at these seasons. Teachers will undoubtedly rejoice upon finding a collection of new and suitable material that will fill their needs without further research and work on their part at these always busy seasons. School laws demand the observance of certain days. Here is the material in compact form ready for use. (Rand McNally & Company, 559 Mission street, San Francisco, Cal. Price \$0.90.)

MY BOOKHOUSE, compiled by Olive Beaupre Miller: This is a series of books containing beautiful, useful, and entirely worth-while and interesting material in a set of six, the titles of the volumes being: In the Nursery; Up One Pair of Stairs; Through Fairy Halls; The Treasure Chest; From the Tower Window; The Latch Key. The stories are graded and chosen for their interest, their literary value and for the contributions, they make to the child. Mental food of every variety is served in this meal, including much approved modern material. The stories are an excellent foundation for children and should cultivate a true love for literature. The books are the size of picture books: they are beautifully illustrated. Book Six of the series, The Latch Key, contains Geographical Index, Special Subject Index, etc., so that teacher, mother or child may easily find the story or subject he desires. (Neville Book Company, 525 Market street, San Francisco.)

CYCLES OF GARDEN LIFE AND PLANT LIFE, A Series of Projects in Nature Study for Elementary Schools, by Florence C. Fox. This pamphlet, which contains a wealth of outline material, charts, pictures, references listed and suggestions, should be of value to the elementary school teacher, particularly if nature study and garden work are included in her course of instruction. (United States Department of the Interior, Bureau of Education Bulletin, 1925, No. 15. Price \$25.)

EASY ENGLISH EXERCISES, by Ada Riddlesbarger and Edna Parker Cotner. Carefully graded exercises for grades six to nine, to supplement the lessons in grammar, compose this volume. The lessons are taught by drill work and cover the fundamental principles of grammar in an effort to make correct speaking a habit. (World Book Company, Yonkers-on-Hudson, New York. Price \$96.)

METHODS OF HANDLING TEST SCORES, by Luella C. Pressey and Sidney L. Pressey. This material is for teachers who find books on statistics too elaborate for them to spend the time to master the methods which they need. Anyone looking for a brief and clear statement of methods of handling test scores will find this an adequate, non-technical, and concrete explanation of procedures that will save time and make work easier in using and interpreting the results of standard tests. (World Book Company, Yonkers-on-Hudson, New York. Price \$60.)

INDIVIDUAL NUMBER DRILLS, by James E. McDade. Study devices which take the place of drill and which show the child the progress he is making, thus giving him the thrill of accomplishment. By this method it is claimed that pupils can master combinations by themselves without class drill. The cards and numbers make interesting material for the child to use and from which to learn. (Plymouth Press, 7850 Lowe avenue, Chicago, Ill. Price \$75.)

NATURE TRAILS, An Experiment in Outdoor-Education, by Frank E. Lutz. One of the American Museum miscellaneous publications. It is a 36-page pamphlet illustrated with photographs and replete with suggestions for those who go on nature study excursions, for Boy Scouts and children's club executives. A group in New York was granted the use of a number of acres of woodland and meadow. A "Nature Trail" was established and many were the "lessons seldom found in books" that were learned by this group. (American Museum of Natural History, Department of Public Education. Geo. H. Sherwood, curator-in-chief, New York City.)

TWENTY-FIRST ANNUAL REPORT, 1925, UNIVERSITY OF THE STATE OF NEW YORK. This is a 717-page volume containing the annual report of the education department of the University of New York, as submitted to the state legislature.

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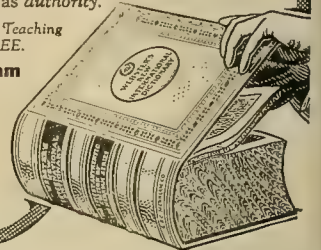
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FOLK TALES RETOLD, by Margaret Gordon. Illustrations by Frances M. Beem. Some of the stories retold are: Five Pennies; Five Little Redcaps; Five Chinese Boys; Little Blue Dishes; Shoemaker and the Elves; Straw Ox; Hans and the Four Giants, and a number of others. The illustrations are bright and attractive. The material is simply and interestingly written and the book may be used as a supplementary reader in grades two and three. (Bruce Publishing Company, 354 Milwaukee street, Milwaukee, Wis. Price, \$96.)

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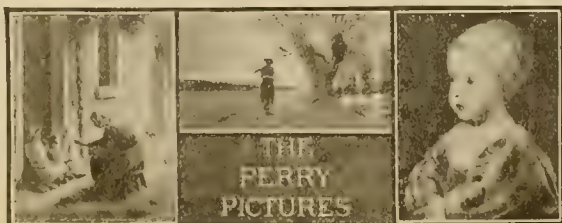
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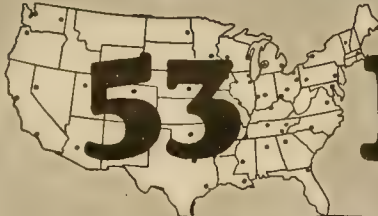


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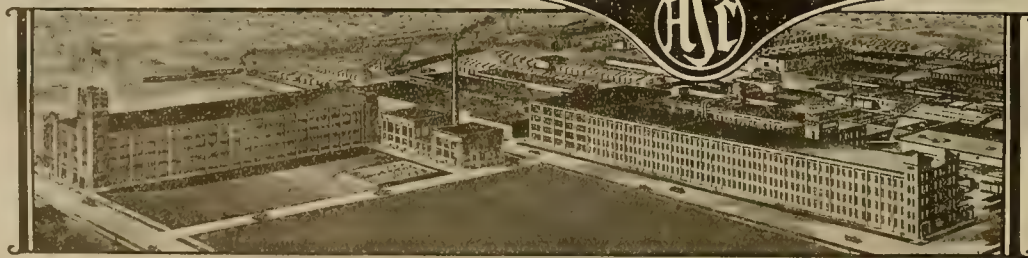
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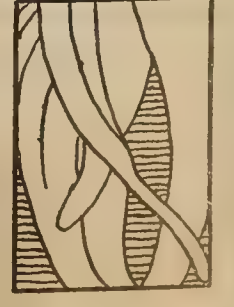
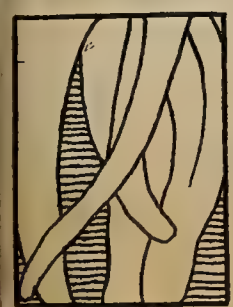
HELEN HEFFERNAN
Newly appointed State Commissioner of Elementary Education for California
(See page 6)

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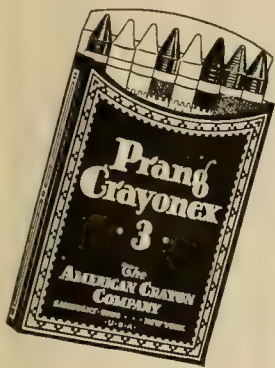


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SAN FRANCISCO, SEPTEMBER, 1926

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JOINT INSTITUTE HELD

A joint institute including teachers from Butte, Lassen, Tehama, Plumas, Shasta, Sutter, Yuba counties and the city of Chico, was held in Chico from September 13 to 17, inclusive.

This institute, under the direction of the executive committee, followed a different plan from that usually observed by the counties. Credit was given for intensive work in the subjects offered during the week. Teachers were allowed to choose their course from the program offered and then during the sessions they concentrated upon their chosen work.

The committees on the program included:

Executive Committee—George T. Berry, Julia A. Norwood, Vivian L. Long, Charlotte Cunningham, Minnie M. Gray, Paul D. Henderson, Jennie Malaley, Charles H. Camper, C. M. Osenbaugh, C. K. Studley.

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Committee on Housing—S. P. Robbins, with local assistants.

Committee on Train Reception—R. M. Sisk, C. J. Schreiter, Fordyce Stewart.

Courses and instructors at the institute included the following:

Acker, Physical Education for Men; Barbour, Plays and Games; Brickley, Europe in the Twentieth Century; Cole, School Administration; Covey, Physical Education for Women; Johns, Healthful Living; Kaps, Arithmetic, Spelling and Writing for Primary Grades; Lennon, Music; Miller, Government of the U. S.; Powers, Composition; Reed, Educational Tests; Sproul, Reading Methods; Stewart, Social Science; Studley, Geography of California; Todd, Art.

THE TRIUMPH OF COURAGE

By RUTH THOMPSON

SCENE: A street.

TIME: Early in the year 1492.

CHARACTERS: Columbus and at least four boys and three girls.

(Columbus is seen walking slowly and dejectedly down the street. A group of boys stand watching him. They tap their heads and wink significantly as they look at Columbus and then at each other. As Columbus disappears from sight, the boys giggle and talk.)

FIRST BOY: That's the man who says the world is round!

SECOND BOY: As if the world could be round! If Columbus should sail out to sea in a ship, and the earth were round, how could he come home? The ship could not climb up over the watery slope again and return.

THIRD BOY: The earth is flat and if Columbus should have his way he'd have an adventure he would not be looking for. He'd simply fall off the earth as if he'd walked to the edge of a huge table.

FIRST BOY: And what if Columbus did fall off the earth? What would happen?

THIRD BOY: Great sea monsters would eat him up. We'd hear from that dreamer no more!

FOURTH BOY: I'm thinking of what I heard Columbus tell some men. He said, "I'm sure I can reach the east by sailing west." Now if the earth is round that would be true. *(The boy pulls an apple from his pocket and illustrates his point by placing his finger on a given point and running another finger around the apple.)* You see he would return to the point from which he started, too.

SECOND BOY: That sounds well—but if the earth is round, think of the people who live on the other side of it. We are standing on our feet. Are those people on the other side standing on their heads?

THIRD BOY: And does it rain and snow upwards there? Can there be a sky over those people in Up-Side-Down Land?

SECOND BOY: Do the trees grow with their branches turned downwards?

FOURTH BOY: You boys are just repeating what you have heard that men have said of Columbus and his ideas. There are some real students who believe as Columbus believes but they have not his nerve to wish to go to sea and prove their beliefs.

FIRST BOY: Maybe he knows that there's no chance of his going! Since he has no prospects it is easy enough for him to say he would go if he could!

FOURTH BOY: Shame on you! Any one can tell by looking at Columbus how earnest and sincere he is. Why should he spend the best years of his life going from court to court begging for some one to help him? Why should he let even the wise men ridicule him—as well as boys like us tapping our heads and sneering and laughing when he passes? When Columbus was a boy our age he used to go down to the wharves in Genoa and watch the ships come in. He used to talk to the sailors to find out all that he could. It was in those days that the ideas he now has first sprouted in his mind. Say, boys, how many of you would be willing to give up your lives trying to prove the truth of your beliefs?

THIRD BOY: We all have a right to our own opinions.

FOURTH BOY: But you have not been giving your own opinions. You have been giving the opinions of scoffers whom you have heard.—But what's the excitement?

SECOND BOY: Here comes the Dreamer again!—He has been crying!—He looks glorified—he has a spring in his step, a light in his eyes!—Why, look at him? I wonder what has happened!

(A group of girls come running towards the boys just as Columbus has passed.)

GIRLS *(excitedly)*: Columbus has won! Columbus is going to sail out into the Sea of Darkness! Queen Isabella will help Columbus!

FOURTH BOY: Good! Good! Are you sure? Tell us how it happened.

(The girls gather around the boys, who listen eagerly.)

FIRST GIRL: Columbus found, when he left his son Diego at the monastery at La Rabida, that the monks were interested in his story and his plans. One of the monks was formerly Queen Isabella's confessor. He invited Columbus to stay at the monastery and rest while he wrote to Queen Isabella.

SECOND GIRL: You know Columbus had asked King Ferdinand for help before!

THIRD GIRL: Yes, but the king and queen were busy fighting the Moors. Now they could listen with a free mind for they had completed the conquest of Granada.

FIRST GIRL: Anyway, Queen Isabella wrote to the monk that she would see Columbus and hear his story. She was very gracious at this last meeting. Even though she said she had no money, she has promised to sell her jewels in order to get money for Columbus to start on his trip!

(All the girls sigh and look at one another in sympathy and excitement.)

FOURTH BOY: Long live Queen Isabella! I only wish that I were a man and that I could go with Columbus and help prove that the world is round!

(Boys and girls run off stage in direction taken by Columbus as he passed by. They are excited and chatter and laugh as they go.)

(CURTAIN)

PART II.

SCENE: Street, same as Part I.

TIME: April, 1493.

PLACE: Barcelona, Spain.

CHARACTERS: Same as Part I, and six Indians, attendants and Spanish soldiers. Any number of people for street scene.

(Boys and girls gathered around in groups, talking excitedly, bright colors in evidence. Spectators noisy, expectant.)

FIRST BOY: Here he comes! Here comes the conqueror!

FOURTH BOY *(in an aside):* Rather different from your remarks of last year!

(Parade consisting of six captive Indians, gayly painted and decorated with ornaments, lead the way. They are followed by attendants who carry strange birds and plants and skins of unknown animals. Next come the dignified Spanish soldiers and in their midst Columbus is seen, stately, worn, but triumphant.)

FOURTH BOY: This is a great triumph! Boys and girls as long as

the world lasts will hear of this parade for it shows us that the man who said the earth was round, did not fall off when he sailed out on the Sea of Darkness. He has discovered a new, unknown land!

(People cheer.)

FIRST GIRL: How happy Queen Isabella will be to greet Columbus! I wish that we could all go to court!

SECOND BOY: I have heard of all that Columbus suffered! His ships were manned with less than one hundred men and these men were criminals and vagabonds. They had their choice between imprisonment or going with Columbus. Of course, those who were tired of prison thought they might as well die at sea as in prison. I should not like to have had that choice—but now you see they were wise. They return to be honored. I guess they are not such bad men after all!

FOURTH BOY: Yes, but think of how those men treated Columbus when they were aboard the three ships, the Nina, Pinta and Santa Maria! Think of how they threatened to kill Columbus, throw his body overboard and then return to Spain with the story that he had died! Think of how Columbus insisted that the men go forward, think of how he had to change the entries in the log-book to deceive the men into thinking they were nearer home than they were! Those criminals drove a great man into doing a deed that he never would have done under ordinary circumstances! Think, those same men made Columbus promise that if land were not sighted within three days that he would turn back home again!

SECOND GIRL *(eagerly):* Yes, and I heard that Columbus did not want to turn back, not only because he had not accomplished that for which he went to sea, but he feared the king's wrath. Imagine how Queen Isabella would have felt, after having sold her jewels, if Columbus had come home again having accomplished nothing. Columbus did right to keep on and to do all he could to cheer the men and keep them happy.

FOURTH BOY: Imagine the thrill when land was sighted! One of the men told me that the crew saw birds flying across the water, birds that never fly far from land. He said that pieces of wood which the Indians had carved floated on the water and that a broken branch of a tree was found on the water, too. And Columbus? Can't you imagine him standing tall and determined, eyes looking off into the darkness as night fell! Can't you imagine how he must have felt when he saw

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a moving light in the distance? The most gracious words those men on board probably have heard in all their lives must have been the victorious shout of "Land! Land! Land! We see land!"

THIRD BOY: What time was it when land was discovered?

FOURTH BOY: Land was sighted at two o'clock in the morning, October 12, 1492. The men got little sleep that night! At dawn they saw a stretch of clean, low-lying beach. It was an island and Columbus called it San Salvador.

SECOND BOY: Did Columbus see any other islands?

FOURTH BOY: Yes, and I was told a story of the first Christmas in the new land.

BOYS AND GIRLS: What was it? Tell us!

FOURTH BOY: After Columbus had taken possession of San Salvador for Spain he cruised around and found more islands. One of them was the Island of Hayti. He landed there December 6, St. Nicholas Day, and called the place of landing St. Nicholas. The men on the Santa Maria and the Pinta had been looking for gold all day. They wanted to find rich mines. They came home very tired on Christmas eve. They asked one of the young men to watch the ships while they rested. The man was not very watchful. One of the ships stuck in a sand bank and settled. Columbus and his men had to work hard on Christmas day to save what they could. Then the native chief invited Columbus to a feast. Columbus had given him gifts. When he went to the party what do you think the chief was wearing? A shirt and a pair of gloves that Columbus had given him—and a golden crown!

THIRD BOY: What wonderful adventures! I wish that I might have gone on that trip!

SECOND BOY: Oh, we were among the doubters! Now we must admit that we were wrong! We can not say that Columbus has yet proved anything definite—but we do know that he braved strange waters and came home the discoverer of a new land, and an explorer who has braved dangers no one has ever braved before!—I say, three cheers for Columbus—and let's go as

near to the castle as we can and see the excitement!

(Cheering excitedly the boys and girls following the direction taken by the parade.)

(CURTAIN)

PART III.

SCENE: A poverty-stricken room, with rude bed and chair. Dim light.

TIME: Thirteen years later—the year 1506.

CHARACTERS: Columbus, young man, group behind scenes for singing.

(Door opens and Columbus, bent, old, tired, thin, enters room slowly and goes to edge of bed and sits down.)

COLUMBUS: No help for me! King Ferdinand forgets what I have done, since the good Queen Isabella is dead! For two years I have tried to get his help! Think, after all of my three voyages and discoveries, the king will not give me enough to live on—and I claimed the new land for him!—and they brought me home from the last voyage in chains—a disgraced prisoner—but a prisoner who had committed no sin. . . . Is it jealousy, lack of thought? . . . I can not hold out much longer. . . .

(Knock at door. Enter the lad, designated as "Fourth Boy" in Parts I and II. It is thirteen years later and he has grown to young manhood! He tiptoes towards Columbus.)

FOURTH BOY: Columbus! The great Christopher Columbus! Never can I glory enough in your achievements! Kings may fail you, nations may fail you, but in the hearts of certain friends, though these friends have no power—you live, a great man! The world must recognize it!

COLUMBUS (sadly): Recognition will come too late! I have not long to live. My work is done.

FOURTH BOY: Do not say that! Think of the misfortunes of earlier years—and of how you persisted—and won! You may win again!

COLUMBUS: It is too late. I leave my work to young men such as you. There is so much work to do yet! . . . It is getting so dark! I remember standing on the ship on my first voyage and looking out across miles of calm water. I saw a light moving

across the land. I see that light again! I am standing on another Shore. . . . Goodby! I shall rest awhile. . . . I hear music . . . it seems to foretell a future—yes, there is so much work to do yet. The future . . . *(voice trails off in silence).*

FOURTH BOY (softly): For that which the king has forgotten the world will pay.

(FOURTH BOY stands with bowed head by the bed where Columbus lies sleeping. The music which has been softly echoing through the room, swells in tone and sweetness and the song "O Columbia, the Gem of the Ocean" is sung with a stately swing behind scenes.)

"O Columbia, the gem of the ocean,
The home of the brave and the free;
The shrine of each patriot's devotion,
A world offers homage to thee.
Thy mandates make heroes assemble
When liberty's form stands in view,
Thy banners make tyranny tremble
When borne by the red, white and blue.
When borne by the red, white and blue,
When borne by the red, white and blue,
Thy banners make tyranny tremble
When borne by the red, white and blue."

(CURTAIN)

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HELEN HEFFERNAN APPOINTED TO STATE OFFICE

Miss Helen Heffernan, former rural supervisor of the schools of Kings county, where Miss M. L. Richmond is county superintendent, was appointed to the office of state commissioner of elementary schools of California by the State Board of Education at the board meeting, held in San Francisco September 4. Miss Heffernan was the choice of the Board of Education, though there was a wide range of applicants, high in the educational world.

Miss Heffernan graduated from the University of Nevada in 1915. In 1922 she graduated from the University of California with the degree of A. B. In 1924 she received the degree of M. A. Her work in Kings county has been such that it has brought her prominently before educators in the West. Her experience both as a teacher and a supervisor won for her recommendations for the higher office from prominent educators, who are convinced of her ability.

Helen Heffernan succeeds the late Mamie B. Lang in office. She began her duties September 15.



W. J. Cooper

W. J. COOPER ELECTED TO SAN DIEGO SUPERINTENDENCY

William John Cooper, formerly city superintendent of the Fresno schools, has accepted the city superintendency of the San Diego city school system at a salary of \$9000 a year and transportation. He has already begun his new duties. Cooper's election was made by unanimous vote of the board of education. He is succeeded in Fresno by Walter R. Hepner, his former assistant.

Mr. Cooper was educated in the Red Bluff elementary and high school. He attended the University of California and graduated with the degrees of A. B. and M. A. He has held the following educational positions: Assistant in the department of history, University of California; teacher of Latin and history, Stockton, California, high school; head of history department, Berkeley senior high school and four junior high schools; supervisor of social studies, supervisor of history, geography and civics, from fifth grade through the high school in Oakland; district superintendent of schools, Piedmont, California; city superintendent of schools, Fresno, California. During his terms in the latter two positions he was successful in putting over large bond issues.

During the war Mr. Cooper was business manager for the War Department committee on education and specialization in the Western States. At various times he has conducted classes in education at the University of California in Berkeley and at the Southern Branch and at the Fresno State Teachers' College.

Mr. Cooper succeeds Henry Johnson in San Diego, whose term as city superintendent expired in July, this year. Cooper's term will expire in 1930.

The Fresno city board of education was loath to accept Cooper's resignation, but declared that, though he had been re-elected at a larger salary in Fresno, they would not stand in the way of his advancement. Cooper had been superintendent in Fresno since 1921.

San Diego is the fourth city in point of size in California and there are 30,000 students in its schools, as compared with 13,000 in Fresno.

HEPNER BECOMES FRESNO CITY SCHOOL SUPERINTENDENT

Walter R. Hepner has been unanimously elected superintendent of the Fresno city school system, succeeding William John Cooper, whose resignation took effect September 4.

Salary of Hepner was fixed at \$6000 a year, and his term at three years, expiring June 20, 1929. This was because, according to the rules of the board, a successor to Cooper could only be elected to fill out the unexpired four-year term. Cooper was re-elected to the superintendency and his salary raised to \$7200 last summer.

Thirty-five years old and born and raised in Covina, Hepner became connected with the local school system in 1920, when he became vice-principal of Fresno high school. He held this position for three years. Immediately following he was assistant superintendent and ex-officio director of research for two years more. Last year he was principal of Fresno high school, retaining his position as assistant superintendent. His salary last year was \$4200.

Graduating from Covina high school, Hepner received his bachelor's and master's degree from the University of Southern California. He also did two years of graduate study at the University of Chicago, and taught in a Chicago high school. After teaching a year at Oxnard, he was principal of the evening high schools of Long Beach for some time, then coming to Fresno.

During the war Hepner was in the army, serving in the department of chemical warfare.

He is the author, with F. K. Hepner, of "The Good Citizen," a social and vocational civics text.

SISKIYOU COUNTY TEACHERS' INSTITUTE

The fifty-ninth annual session of the Siskiyou county teachers was held in Yreka August 24-25 under the direction of the county superintendent, L. S. Newton, and his deputy Mrs. Grace A. Thomas. The following speakers were on the program: Melvin Lewis, University of California; Vaughan MacCaughey, editor of the Sierra Educational News and formerly superintendent of schools for the Hawaiian Islands; Fletcher H. Swift, of the department of education, University of California; Leo G. Schussman, vice-president Humboldt State Teachers' College; Ruth Thompson, associate editor of the Western Journal of Education, author, and "Aunt Betty" to the K G O Kiddies' Club; Herbert Bashford, author; A. S. Grant, superintendent of Siskiyou Union High School; H. Rode, principal high school, Etna; Lee R. Switzer, principal high school, Dunsmuir; George E. Townes, district superintendent, Weed; W. L. Kleaver, district superintendent, Dunsmuir; C. L. Boyle, district superintendent, McCloud.

Mr. Newton's program was arranged according to the needs of his teachers and some of the sessions were general, while others were departmental, for high and elementary school teachers.

John Luttrell, newly appointed district superintendent of Mount Shasta city

(Continued on page 7, column 3)

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AN EXPERIMENT IN CREATIVE EDUCATION

By Jeannette Lyons

Jonata School of Creative Education,
Buellton, California

A recent visitor said to me, "I see! You are trying to let the children live their education." Another remarked, "Why this doesn't look like a school room. It's more like some delightful workshop."

Unconsciously these visitors struck the very keynote of what we are trying to put across; we are trying to let the children see that education is life itself, and we are trying to get away from the prison lock-step of the very formal school. We may resemble a hive of activity, yes, but a school room of the type where the teacher sits behind the desk and hands out assignments or punishment or listens to ten or twenty children drone over a reading lesson which contains not one iota of interest for anybody—never!

Through the arrangement of Mr. Arthur Pope, the progressive superintendent of Santa Barbara county, it has been made possible for us to try this system of creative education in Buellton. This is our second year and our enthusiasm has not waned.

Perhaps on your visit you would first enter the primary room—it is a two-teacher school. It is a cheerful room, with bright orange curtains at the window, orange candles on the book shelf, brilliant nasturtiums in a bowl. The children are grouped at tables, or are busy here and there about the room. Here's a group at the sand table making a Holland scene, perhaps; another



Admission Day Pageant

children had been led astray by Tom's horrible crime. I tried to point out the fact that if anything but the jingle of it ever struck the child's attention, there certainly was a swift Nemesis recorded as having descended upon the culprit, but she would have none of it.

The "big room," as the little ones speak of it, would doubtless impress you on entering as being a little community and so we like to consider ourselves. An eighth grade group framed a constitution in connection with their civics. The preamble read as follows: "We hereby highly resolve to consider the rights of others." Then followed the various laws—rules of behavior—most of them, which seemed most necessary to the children themselves. These were voted on at an election carried on after the Australian ballot system and adopted unanimously.

The little town contains a post office, a grocery store, the Studyville Bank, with real checks printed especially.

The postmaster distributes the mail, two boys have charge of the store, which is equipped with samples generously contributed by firms advertised in the magazines.

Each child has the privilege of conducting a business. There are the insurance man, city carpenter, theatrical managers, and so forth. Perhaps the latter are presenting a scene from "Carmen." The phonograph plays "The Toreador." The stage is a dry goods box. Paper dolls to represent Don Jose, Carmen and Escamillo are deftly manipulated. A vicious looking bull made of red clay lurks in the offing. The paper doll actresses are lodged at the Studyville Inn when not in action.

Perhaps you come in just as we are launching forth into a trip around the world. Here a group plans our route and marks it on the map. Another group writes to a steamship company for information. These girls are wildly excited over planning their wardrobe and keeping their purchases under a given amount. We plan a ship's entertainment. It all sounds so realistic that some of them have brought pillows for their steamer chairs!

They like geography when they can study it in such an advantageous way.

We are, of course, held down to a course of study. We must complete certain books. The children have access to this course of study. They know what must be covered and feel the responsibility of getting it

done. Perhaps we teach California history, geography in one big Admission Day pageant. The immense school yard shows the covered wagon coming over the plains as the brave pioneers sing "Oh, Susanna" in quavering, childish voices. The Indians creep upon them, a child is seized from its mother's arms and being that kind of a doll it pipes "M-ma" most realistically.

And so it goes. There's nothing remarkable about it. We are just busy and happy, and trying to learn how to be useful citizens who will count for something when our turn comes to carry on.

(Continued from page 6, column 3)

schools, and H. Rode presided at the sessions when County Superintendent Newton could not be present.

Next year, according to vote of the instructors, the institute will be held at Dunsuir.

Between three and four hundred teachers and many school trustees attended the institute.

On September 1 C. F. Weber & Company opened a new store at 343 Thirteenth street, Oakland, California, particularly for the sale of office furniture. School equipment and public seating are not handled at the Oakland store, but a very handsome display and liberal stock of office furniture is maintained there.

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Spanish Days as Portrayed in School Project

group is around the teacher reading; still another working with the printing set which Mr. Pope has introduced into the country.

This set contains some two hundred fifty words most common in a first grade child's vocabulary. By this the child can print his own little story, read it and the printed stories of the other children.

Or perhaps they are giving a Mother Goose party with little Boy Blue under a haycock composed of chairs and a straw-colored couch cover. Speaking of Mother Goose, a teacher told me this summer that she considered Mother Goose immoral! Shades of our great-grandmothers! She assured me she would never allow a primary child to read "Tom, Tom, The Piper's Son." She insinuated that thousands of guileless

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JOTTINGS OF A TRAVELING BOOKMAN

By Wm. M. Culp

Lowry S. Howard has been appointed assistant superintendent of Pasadena city schools. Mr. Howard for the last two years has been director of child welfare in Pasadena. Previous to that he was principal of the Longfellow school, Pasadena, for one year. Mr. Howard came to Pasadena from the state school at Whittier, where he was in the research department. He will continue to have charge of child welfare in all of its phases.

Miss Nancy Gertrude Milligan, formerly supervisor of elementary schools for San Diego and instructor at the Bellingham State Normal School, Washington, has been appointed supervisor of elementary schools for Pasadena.

John F. West, superintendent of the Pasadena city schools, is establishing a new experimental school this year. In this school the two extremes of the child cycle, the under-privileged boy or girl and the exceptional pupil, will be brought in from the entire system and be subjected to an enriched school program.

Mr. West is inaugurating a curricular revision program this year for the junior high school and for the elementary grades. Dr. Frank C. Touton of the University of Southern California will have charge of the junior high school section and Miss Nancy Gertrude Milligan, Pasadena elementary school supervisor, will direct the elementary school program. The method of procedure will be that of a general and complete survey of the curricular situation in Pasadena and then the formation of new courses of study through committee work.

Miss Helen Reynolds has been appointed supervisor of Elementary Science and Nature Study for the Glendale grammar schools. Miss Reynolds previously has been teaching in the Los Angeles city schools.

D. C. Heath & Company have added another bookman to their California sales force in E. M. Wilson. Mr. Wilson has been with D. C. Heath since the first of the year and is stationed in Northern California. Mr. Wilson is Columbia, 1917, and came to D. C. Heath after four years' work with Prentice-Hall, Inc., in the Northwest States.

John L. Lounsberry, last year principal of the Edison Junior High School, Long Beach, has been appointed principal of the new Woodrow Wilson High School, Long Beach.

R. E. Green has been appointed supervising principal of the Fullerton grammar schools. Mr. Green is a graduate of the University of Idaho in education of the class of 1922 and in recent years has been doing post-graduate work at Stanford University during summer sessions. Mr. Green is a Montana man and before coming to California was superintendent of schools at Bridger, Montana. In California

for one year he was principal of the Calistoga grammar school and he came to Fullerton after serving two years as district superintendent of the Sanger grammar schools. Mr. Green is a young man, who in every position he has held has made a reputation for himself of being an able school executive.

Douglas Porter Lucas has been appointed principal of the Pier Avenue school, Hermosa Beach. Mr. Lucas came to California from Ajo, Arizona, where he was superintendent of schools. Previously Mr. Lucas was for fourteen years in school work in Missoula, Montana.

Clement Hardin Smith has been elected district superintendent of the Sanger grammar schools. Mr. Smith for several years made a name for himself in Los Angeles county as superintendent of the Bell grammar schools and this last year he was superintendent of the Huntington Beach city schools.

Melbourne Gauer, superintendent of Anaheim grammar schools, believes in the effectuality of a well organized school district library. Anaheim was the third elementary school district in the state to employ an elementary school librarian. Miss Ellen Shaffer is the elementary school librarian at Anaheim. In addition Mr. Gauer and Miss J. Elizabeth Calnon the librarian of the public library of Anaheim, have worked out an excellent arrangement through which the grammar school pupils are instructed in the use of the public library and by which the public library gives special school service.

C. L. Broadwater, superintendent of El Segundo schools, enrolled a 9B class at the grammar school this semester. Owing to a legality the \$500,000 bond issue for a high school plant, which was to be erected ready for occupancy this school year, could not be spent till January, 1927. Construction on the \$500,000 five-unit plant will start on that date. The buildings will have a capacity of 800 students. The auditorium will seat 1200 and will have a pipe organ. A gymnasium is included in the scheme. An excellent school site of sixteen acres has been provided. Between the grammar school grounds and that of the high school are four acres that have been acquired also. This four acres will be developed as a park and community center. It is expected that the new high school will be finished by next September.

More than 500,000 school children took part in the playfield program put on by the Los Angeles Board of Education during the last summer. School grounds were used for these activities, which were divided up between the senior, junior and elementary schools.

In addition to the amateur circuses, of which there were sixteen, hiking parties of boys and girls under the direction of supervisors made up part of the summer's pro-

gram of play. There were eighty-nine school grounds opened for the use of the children, directed by 112 officials.

One of the features of the work was a safety program put on by the Automobile Club of Southern California. This was held at fifty-four school grounds, and 277 certificates were issued to children as safety mediums.

The entire plan of activities came from C. L. Glenn, director of physical education, and Loren Mitchell, his assistant.

The public schools of Los Angeles opened September 7 with a total of 357 structures ready for the occupancy of the 200,000 students expected by the beginning of the second week. Attendance during the first week is usually light because of Labor and Admission Day holidays.

Enrollment last year was 161,214, but there will be twenty-seven additional schools ready by the opening date, and the teaching staff, which includes principals and vice-principals, in both the day and evening schools, will number 7200. There are 360 supervisors and directors, together with the doctors, dentists and nurses attached to the division of health and corrective education under Dr. Sven Lokrantz.

With a population of 1,188,833, according to the latest figures from the Chamber of Commerce, the Board of Education claims 24.87 per cent as representing the school population.

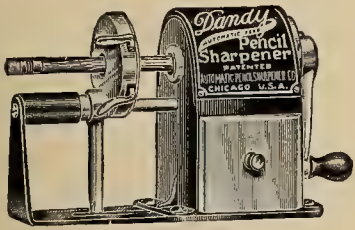
Twenty years ago Los Angeles had a total of sixty-five schools and 865 teachers, as against 357 schools and 7200 teachers at the beginning of the school year next Tuesday.

There are now in the Los Angeles city school system 250 regular elementary schools; 17 junior high schools; 23 senior high schools; 33 evening high schools, making a total of 323 schools, exclusive of citizenship or trade extension or part-time high schools.

There are 30 supervisors of special departments, which include the following: Agriculture, Americanization, California history, citizenship, classical languages, commercial education, compulsory education and child welfare, course of study, drawing, health and corrective physical education, home economics, industrial arts, kindergarten and primary grades, library, manual education, modern languages, music, nature study, orchestra, part-time department, penmanship, physical education, primary manual arts, psychology and educational research, reserve officers' training corps, salesmanship, school savings, speech correction, visual education, vocational education.

The value to teachers of a magazine supplying material, methods, and aids for use in the classroom is manifest. It is of value to the experienced, highly trained teacher as well as to the one of less experience and training. Such a magazine is found in Normal Instructor-Primary Plans. Its contents are entirely of this practical character, adapted particularly to the work of the elementary grades. In the division of material special attention is given, as the name of the magazine indicates, to the particular needs of the teacher with primary pupils, although this does not mean that the other elementary grades are slighted.

Its name is the "DANDY"



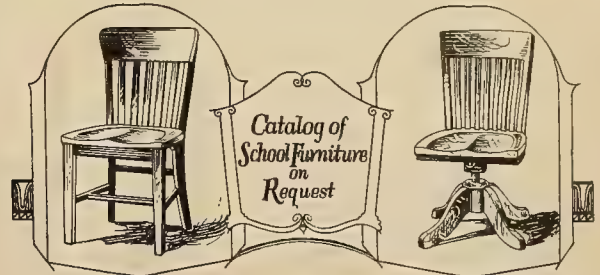
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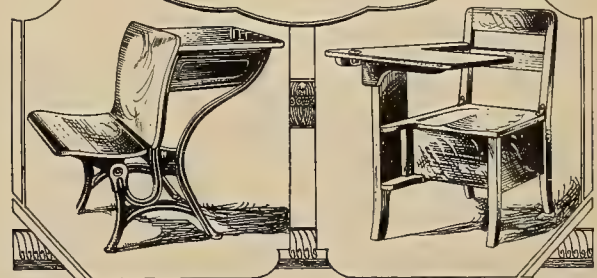
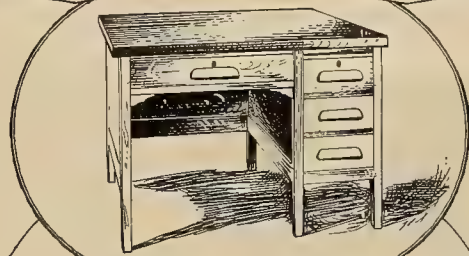
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VIRGIL MARKHAM

Virgil Markham, son of Edwin Markham, has completed his first novel, "The Scamp," published by the Macmillan Company. He has recently returned from abroad, where he gathered material for his literary work.

Mr. Markham is well known in educational and literary circles in the West. He has been an instructor in the Cora L. Williams Institute, Berkeley, and has given a number of talks on the radio, from station K G O.

The C. F. Weber Company has recently completed the erection of their own building in Los Angeles for the housing of their Los Angeles branch. The new building is located at 6900 Avalon boulevard, formerly South Park avenue, where recently increased facilities will permit them to give better attention to the rapidly increasing business in Southern California on school equipment and supplies, theater chairs and all kinds of public seating. The school people in Southern California are cordially invited to visit the new sales rooms, ware rooms and offices at the above mentioned address.

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PRIMARIES REINSTATE MANY SCHOOL OFFICIALS

Many county school superintendents were continued in office as the result of the primary election August 31. State Superintendent Will C. Wood was elected for another four-year term without opposition.

Results of the election in the various counties as far as reports have been received at the Western Journal of Education office, show that the following county superintendents were re-elected: D. E. Martin, Alameda; Mrs. Eugenia M. Burns, Alpine; Mrs. Sabra R. Greenhalgh, Amador; Charles Schwoerer, Calaveras; Wm. H. Hanlon, Contra Costa; E. A. Moore, Del Norte; E. J. Fitzgerald, El Dorado; Clarence W. Edwards, Fresno; Robert A. Bugbee, Humboldt; L. E. Chenoweth, Kern; Minerva Ferguson, Lake; Jas. B. Davidson, Marin; C. S. Weaver, Merced; Charles T. Toreson, Modoc; Mrs. Archer, a sister of Peter B. Kyne, the novelist, Mono; James G. Force, Monterey; Eva Holmes, Napa; Mrs. Ella Austin, Nevada; R. P. Mitchell, Orange; Mrs. V. L. Long, Plumas; R. E. Golway, Sacramento; Catherine U. Gray, San Benito; Ada York, San Diego; Harry M. Bessac, San Joaquin; Robert L. Bird, San Luis Obispo; Pansy Abbot, San Mateo; A. S. Pope, Santa Barbara; J. E. Hancock, Santa Clara; Belle Alexander, Sierra; Dan H. White, Solano; A. G. Elmore, Stanislaus; Mrs. M. S. Gray, Sutter; Miss Lucy Young, Trinity; J. E. Buckman, Tulare; G. P. Morgan, Tuolumne; Mrs. Blanche Reynolds, Ventura.

Pearl Sanderson was elected county superintendent in Colusa county, J. E. Burch was elected in Glenn county and Ezra E. Smith was elected in Riverside.

The following county superintendents, according to reports, will be on the November ballot, with an opponent: H. C.

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The platoon system tried out in the Jefferson School, Glendale, where R. D. White is city superintendent, has been pronounced a success. Mr. White recently visited the schools of Gary, Indiana, where he studied the school system.

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NEWS AND COMMENTS

Harr Wagner

Mark Keppel, superintendent of schools, Los Angeles county, has recently been given a substantial increase in salary by the board of supervisors. It is to be hoped that the next Legislature will provide more adequate salaries for county superintendents. Siskiyou county, with over three hundred teachers, pays only \$1800 per year. Amador, Yolo, Butte and many other counties have not provided liberally, not even adequately, for the men and women who give such splendid service to the schools. Superintendents like Harriet Lee of Yolo county, S. M. Chaney of Glenn county, Roy Good of Mendocino county, Ira Landis of Riverside county, Roy Cloud of San Mateo county, Irene Burns of Placer county, W. J. Cagney of San Benito county, Mrs. Cunningham of Shasta county and Mrs. Peck of Santa Cruz, either retired or accepted positions with better pay on account of the very inadequate salaries paid by the various counties.

The Carnegie Foundation for the advancement of teaching has just issued its twentieth annual report. The statements in reference to teachers' pensions in California omit any reference to the sound and adequate retirement salaries provided by the city of San Francisco, since their previous report was issued. The president, H. S. Prichett, advises teachers to patronize their own associations, as a matter of economy, in preference to life insurance companies. It is very difficult to get young teachers to realize the benefit of thrift enforced by teachers' associations, state and city retirement salary laws.

One of the outstanding achievements of San Francisco is the new building and location of the California School of Fine Arts.

The new buildings at Jones and Chestnut streets are models of their kind for studio equipment and class room arrangement. The patio and Spanish type of architecture fit into the art environment of the landscape. Among the well-known artists are Lee Randolph, Constance Mackay, E. Spencer Mackay, Ralph Stackpole, Gottardo Piazzoni, Gertrude Partington Albright. To Lee Randolph must be given most of the credit for this splendid achievement. Teachers who are interested in art should call attention of prospective art students to this institution.

Laura J. Frakes, who has given excellent service as a teacher in the public schools of California and who is a prominent member of the Native Daughters of the Golden West, having been secretary of the order for eleven years, will teach in Upper Lake next year and will have charge of the "Follow-up" system in the schools. She will, in other words, give individual instruction to boys and girls who need special help. This is a departure for rural schools and will be of great benefit to the retarded children.

The Macmillan Company has sent out the following: "It gives us pleasure to announce that Mr. Charles E. Cave, a California teacher of wide experience, has joined our staff of educational representatives. Beginning September 1st he will assist Mr. F. E. Cobler in Southern California and may be communicated with at 1571 Loma Vista street, Pasadena."

Dr. A. E. Winship is in California at the present time. He is delivering a series of lectures, including "Recent Advances in Educational Progress" and other up-to-the-minute subjects. Dr. Winship, at the age of eighty-two and on his sixty-fifth trip to California, like the prophets of old, has a mind full of understanding and wisdom. He reports that the Journal of Education has a larger income, more subscribers, and a larger bank balance than in the days before the publication of journals by the various educational associations. There is a field for educational journals that are not propagandists, but that aim to give an individual expression of current educational interests. Dr. Winship's journal has a national field all its own.

The State Board of Education met at the Hotel Fairmont, San Francisco, on Thursday, September 2, and Friday, September 3. All members were present with the exception of C. A. Storke of Santa Barbara. The board interviewed a number of teachers and school officials with a view of selecting a state commissioner of elementary schools and a state commissioner of secondary schools and a supervisor of physical education. Helen Heffernan was appointed state commissioner of elementary schools; Mr. Knollin, supervisor of physical education. There was no selection of a state commissioner of secondary schools. The board adjourned to meet at Sacramento October 12.

BOOKS

Auditoriums, expensive furniture, large grounds, ornate buildings and school supplies all have their place in a well organized, progressive school system. However, the most important educational equipment a child can have is a good book; and then more books. Not picture books—not fairy stories but books with a content that is worth while. Boards of education can spend thousands; yes, millions, for buildings and often hesitate at the figures in the budget for children that never reach even five per cent of the cost of education.

Ernesto R. Knollin, who was appointed by the State Board of Education as supervisor of physical education, was educated in Auburn High School, Auburn, California; Stanford University, College of Physical Education; and at the University of Illinois, College of Physical Education. He has during the past few years been dean of men in the department of physical education, State Teachers' College, San Jose. He succeeds H. R. Stoltz, resigned.

Dr. H. W. Fairbanks, author of "Home and Its Relation to the World," "California," "California, U. S. and the World," "Europe Developed According to Problem Method," "North America," "South America," "Topical Outlines of the Continents," etc., is preparing a trip. He writes:

"We shall start on the steamer Tahiti of the Union Line on the third day of November, from San Francisco. Shall go direct to New Zealand by way of Tahiti and Rarotonga. Then to the South Island. From there to Tasmania, then to Australia and directly west overland across the island to Perth or Freemantle, thence by some steamer to Macassar on the Island of Celebes, from which a round trip of thirteen days will take us to the leading ports of the Malacca Islands; thence to Island of Bali; thence to Sourabaya in Java, across Java by rail to Batavia; thence by steamer to west coast of Sumatra, across Sumatra by auto to Medan; thence to Penang, steamer to Calcutta, across northern India to Lahore, possibly to Peshawar; thence to Karachi; thence by steamer to Persian Gulf, by rail to Bagdad, back to Bombay, across central India by most direct route to Calcutta; then back to Penang, by rail up the Malay Peninsula to Bangkok; thence by steamer to Saigon and Manila, a tour of the Philippine Islands; thence by steamer to Brisbane and chief Australian cities; thence by steamer to Northern New Zealand, visit the volcanic regions; thence by steamer to several groups of islands near Fiji; thence by steamer to Hawaiian Islands, and by steamer back to Los Angeles. The time for this trip will be at least five months, perhaps six months."

Dr. Fairbanks will be accompanied by his wife and daughter, and invites any one interested in the study and search of source material for geography to arrange to accompany him. His address is 1625 Grand View avenue, Glendale, California.

Howard R. Gaines, vice-principal of the Fresno High School, has been appointed to take the place of principal, thus filling the office vacated by Walter R. Hepner, Fresno's new city superintendent of schools. O. I. Schmaelzle is the new vice-principal of the high school.

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VOTE YES

Every teacher in the state of California should be a campaign committee of one to secure votes for the amendment to the Constitution increasing the salary of the state officials and particularly the office of superintendent of public instruction. Will C. Wood has served the state in this position for eight years at a salary of \$5000 per year. High school principals, city superintendents and some county superintendents receive larger salaries. Superintendent Wood has stayed on the job at the salary when he was offered positions much more remunerative. The proposed constitutional measure increases the salary to \$8000. It should be in comparison with other educational leaders in state and nation, from \$10,000 to \$15,000. Vote yes.

CLEAR LAKE SHOWS RAPID GROWTH

"Clear Lake is coming into its own," was remarked by an early traveler in that county, one who knew it in the days of toll roads, buggies and stages, when the thinly populated county could not afford road construction. The automobilist has crowded his or her way into the many hitherto unknown beauty spots, roads followed, in many cases built by the property owners along the north and east sides of the lake. The State Highway Commission noted this activity and in furtherance of a demand for a cross state highway, from the Redwood to Pacific Highway, they have taken over and are improving this route, which will

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The educational department of the American Crayon Company has recently developed a help to teachers in the poster and show card art in Prang Tempera, a better show card color. Crayons of this company are of surpassing excellence and Crayonex is exceedingly popular with teachers and pupils. Frederick W. Corson, the Pacific Coast agent of the company, is giving a splendid service to the schools in the way he is presenting the merits of these aids to teachers. For free samples write to Frederick W. Corson, American Crayon Company, 45 Second street, San Francisco, California.

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LEARNING AND LIVING AT MOUNT SHASTA

By Alice Anderson

Librarian, Chico State Teachers' College

According to the wisecracks, we live and then we learn—with the implication that if only we could learn first, we might forego the living. Such speculation is properly relegated to limbo by the entrant to Mount Shasta Summer School, where learning in no wise interferes with living and where living is indeed learning.

Close at the base of Mount Shasta in Northern California, and beside huge, gushing springs that form the headwaters of the Sacramento river, is the summer campus of the State Teachers' College of Chico, California. It probably affords a greater variety of amusements in combination with a thoroughly respectable opportunity for learning than any other school in the country. That it is enchanted might almost be suspected, for an astonishing number of same alumni return to it year after year.

In the spring of 1919 President Charles Merrill Osenbaugh set forth, a lone pioneer, empowered by the trustees of his school to find a location for its summer session away from the heat of the valley. Out of several available sites, he was irresistibly drawn to the woods surrounding Big Springs, with hoary Shasta in the background. The people of the town welcomed his advent and expressed their interest substantially. They collected \$1200 in cash at the time of the fifth Liberty Loan—this in a hamlet of barely four hundred. Mr. W. R. Davis donated two acres of land and the McCloud Lumber Company four acres.

A few weeks later, with only the foundation of a cafeteria built, but with lumber on the ground and many tents pitched Arab fashion, the school arrived, ninety-three strong, students and faculty. After a hearty meal of mulligan stew that evening, the first camp fire talk fest was unduly prolonged. No one cared to retire for lack of mattresses on the cots. Finally, after nine o'clock, by special concession on the part of the railroad, the pads were delivered, and Morpheus soon took charge of the new camp.

Next afternoon some townspeople helped lay the cafeteria floor. Stoves and tables were installed thereon and the walls and roof rose gradually above them.

The president is very proud of the fact that, during the first days of stress, he acted as water boy and tender of fires. Indeed the whole faculty demonstrated hardihood then, and for two seasons thereafter. Strictly camp attire was the rule, and faculty women in khaki were to be seen, the second summer, sawing boards, nailing down floors and erecting tent frames. These rigors are now a thing of the past. Dainty costumes made their appearance simultaneously with a hardwood floor, and now the variety of occasions during a summer session justifies everything from sports togs to evening gowns.

During this development the hospitality of the little city of Mount Shasta, a mile away, has not waned. One year that it rained during the setting up of camp, almost before the situation became problematical, in streamed automobiles from the town with invitations to any or all to spend the week-end in private homes. With just such thoughtfulness is the progress of the

school attended by the people of Mount Shasta.

From the very beginning, the summer session was recognized scholastically by the State Board of Education, but not until 1925 was there any financial backing by the State Board of Control. The summer of 1926 finds the state expressing its confidence in a program of expansion and improvement. By purchase of the Big Springs, a ten-acre meadow, a private road and a bit of timber, the campus now covers twenty acres. The building plan for the season includes two new dormitories, one for men and one for faculty women, a dean's cottage, a hospital and an auditorium with seating capacity of three hundred. There is also a growing colony of cottages for faculty families.

These are all in addition to a picturesque nucleus of rustic buildings and tents grouped amongst the pines. The cafeteria dining hall might still be conceded to be the most important building, though the hot and cold shower rooms would run a close second. The home economics department is substantially sheltered and there is one other classroom building, but many classes are held in nooks in the woods. The administration building houses also the camp store, and the library across the way is another business center most hours of day or night. There are already two dormitories that accommodate about eighty girls, but many of the campers prefer tents. Early in the summer camp's development, the Alumni Association built the lodge. This is a large recreational hall with hardwood floor, many casement windows and balconies. At one end of the room is a stage with dressing rooms on each side. At the other is a huge, double chimney of rustic stone, providing for one fire inside the building and another out of doors. This is the happiest feature of all, for when the weather is too warm for fire inside, some of the best good times occur around the outdoor bonfire.

But the Lodge, with its opportunity for dancing, moving pictures and dramatics, is scarcely more of a social center than the Faculty Circle, with its hospitable chairs and benches drawn up each night around a small open blaze, nor than other similar "circles" here and there on the campus.

Apropos of social centers, a warm appreciator of the camp said, last summer, that the very best place to get acquainted was the wash house! It is over the hills and far away from commercial enterprises, so, with an abundance of battery-pure, soft water, both hot and cold, and other good equipment, most people revel in doing a bit of laundry and even stand in line for the privilege with great good humor. It refreshes the women mightily to see the boys scrubbing their own "cords," and the boys themselves take it as quite a lark.

Each year an increasing proportion of regular term students attend summer school, for the reason that the required units for graduation are being increased from the old normal to regular college basis. However, the majority of summer school students are older teachers in the field, back for brush-up courses or for work toward a degree. Each summer brings a few students from the East, or otherwise far afield, people who are attracted to the situation as well as to the courses offered.

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given, but also a goodly array of electives. It is the policy of the administration that about a third of the teaching staff shall be visiting faculty, and so professors from Michigan and Ohio, Indiana and Kansas, Colorado and Washington, South Africa and Australia, as well as from various points in California, have found themselves for a brief time, pioneering with glee in the Northwest.

Nearly all class work is done in the mornings. A good deal of studying must be going on the rest of the time, for there is always much exuberant satisfaction over the quality of work carried by summer students; still there is scarcely an afternoon that hasn't its picnic party.

(To be continued)

WESTERN SCHOOL NEWS

News items for this column are welcome. Send your paragraph on the first of each month so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—Editor.

L. S. Newton, the progressive Siskiyou county superintendent of schools, will be on the November ballot for re-election. During his term of office he has been able to improve the school system in California's most northern county and his policies have met with a warm reception from those interested in modern education and methods. R. D. Russell, formerly assistant superintendent, has resigned to accept another position, but his work in the county has left its mark. Mrs. Grace A. Thomas, deputy county superintendent of schools, is working with Mr. Newton on definite projects for the education of the Siskiyou county children.

The Junior College to be started for the first time this year in Visalia will open September 20, the date set for the opening of all schools in that town, according to DeWitt Montgomery, superintendent of schools. I. D. Steele, for many years head of the history department of the Visalia Union High School and former dean of the Southern California Junior College, will be dean of the new Junior College. The teaching staff of Visalia will number thirty-two instructors as against twenty-eight for last year. A librarian has been added to the staff. Improvements have been made this summer in both the high and elementary schools. W. M. Coman is principal of the Visalia High School.

New schools for which bonds have been voted recently and on which construction will soon begin include: a \$20,000 structure at Perkins, Sacramento county; \$16,000 on new buildings and improvements in Conejo, Fresno county; \$21,000 for improvements in the elementary school system in Oceanside, San Diego county; \$20,000 for buildings and improvements in Winship district near Yuba City, California.

Mrs. Prael Messner, formerly instructor in the Greenhorn school, Siskiyou county, has accepted the position of manual training supervisor of the Yreka school. She will also teach the fifth grade. Mrs. Messner studied at Caroline Swope's school in Santa Cruz this summer. George Luttrell is principal of the Yreka school.

Ernest H. Dexter has accepted the district superintendency of the school system in Montague, Siskiyou county.

Ellen Frink, county librarian of Siskiyou, attended the county institute held last month in Yreka, and met many of the new teachers in the county. The schools opened Monday, August 30, and many teachers took advantage of being at the county seat in Yreka by visiting the county library. All organized school districts in Siskiyou county belong to the county library system.

Children's Book Week, an educational movement in which all those who are seeking to encourage a love of books among boys and girls take part, will be observed November 7 to 13 this year. The week was originated in 1919 by the American Li-

brary Association, the Boy Scouts of America and associated publishers. The slogan is, "More Books in the Home." Every civic and business organization is expected to join in the national observance. Posters, helps, and publicity material may be obtained from the National Association of Book Publishers, 25 West Thirty-third street, New York.

J. O. Tuttle, representative of Ginn Publishing Company, Pacific Coast branch, was married on August 1 to Miss Pearl Herron of Berkeley. The bride is a recent graduate of the University of California and plans to continue her studies. Mr. and Mrs. Tuttle are residing in Berkeley.

Mr. Tuttle is one of the most popular bookmen in California and has a fine record. During the war he served in the navy. Later he was connected with the F. W. Wentworth Company. He has been with Selden C. Smith and Fred Rice of Ginn Company for almost five years and has made many friends in educational circles.

The new Del Norte County High School at Crescent City will be completed and ready for occupancy about October 1st. It is a reinforced concrete building about 220 feet long and will cost about \$65,000 when complete. This building is the second of two units on the high school board building program, the first being the gymnasium, erected in 1922-23, at a cost of \$47,000. The third unit will be a shop and will occupy a space at the rear of the gymnasium. The architect of the new building is Norman R. Coulter of San Francisco, and the builder is Mr. Richard Hansen of Crescent City. Mr. Hansen has just completed a hall of records for Del Norte county and will erect the new hotel for Crescent City. Mr. Coulter drew the plans for both buildings.

The Emeryville board of education has been very busy this summer in an expansion program to accommodate the work of the school for the coming year, according to John H. Napier, Jr., superintendent and high school principal.

The Emeryville High School district was organized by vote of the qualified electors of the Emeryville school district in February, 1925. It was the decision of the board of education to start the new high school as a junior high school consisting of grades 7, 8, 9, and add one year of high school work each year until the high school was completely organized as a six-year junior-senior high school. August, 1925, the new high school opened, using a part of the main elementary building and erecting two portable rooms.

M. C. Harris, who has been principal of the high school in McCloud, Siskiyou county, will resume his duties there this winter. He attended the University of California last summer. Mrs. Harris will continue her high school classes in domestic science.

Clarence W. Edwards, superintendent of Fresno county schools, has been re-elected to a third term of office. Supervision and progressive education were the main issues and it was his championship of these policies that won for Edwards almost double the number of votes that his opponent received.

It cost \$110 per pupil to educate the children of Alameda county during the past year, according to figures made public recently by David E. Martin, county superintendent of schools.

A total of \$11,173,830.65 was spent for the operation of schools for the fiscal twelve months ending June 30.

The expenditure turned the pages of learning to the extent of 11,589 pupils, instructed by approximately 3000 teachers. Of the amount expended for high schools, \$164,255.06 came from city taxes and \$4,776,895.67 from state and county taxes.

To keep the elementary schools operating cities paid a total of \$253,444.80, and the state and county \$5,637,675.83. Operation of kindergartens cost \$351,559.29.



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LIBRARY DEPARTMENT

May Dexter Henshall

County Library Organizer,
California State Library

UNIVERSITY OF CALIFORNIA SCHOOL OF LIBRARIANSHIP

The announcement for 1926-27 of the School of Librarianship of the University of California contains much that is of interest to schools and librarians. The following excerpts are made from it:

"The School of Librarianship at present offers a group of courses planned as a unit to give the essentials of education for library work and to occupy the student's full time for one college year. It aims equally to prepare students for public or county library work, to be librarians of high schools, or to enter university library service. Though this school is peculiarly fitted to emphasize the last, there has been no attempt at such specialization in this first year course. Originally as part of the University Library it graduated its first class in 1920. In 1922 it received separate status as the Department of Library Science. The California State Library School, organized some years earlier to provide training for county library service, ceased giving instruction on the understanding that the University of California give adequate attention to this field. In 1926 it became the graduate School of Librarianship, with a curriculum planned to cover eventually two years. For the completion of the first year with an average grade not lower than C a certificate will be issued. After the establishment of the second year, the degree of Master of Arts will be granted to students who complete with an average grade not lower than B the two years' course. This school is a member of the Association of American Library Schools.

"Students expecting to become librarians cisco district, was in charge of the pro-should note that a good general education

is the essential basis for their work. In their aim for a broad culture, they will naturally elect courses in English and other literatures, in the history of the United States, of England, and of both ancient and modern Europe. They will be interested in the more general courses offered in philosophy, economics and political science. Work in scientific subjects is strongly recommended, the preference here being for biology and chemistry. The study of languages should be emphasized. For library work, French and German are most important. Latin and additional modern languages would prove very desirable. No special major is recommended, so that students should select for this more thorough study a field of real interest. In actual experience there are just as good opportunities for librarians to use special knowledge in chemistry, biology, psychology, or economics, for example, as in English literature or history.

"Those who propose to be high school librarians in California should take, as undergraduates, the many courses in education required by the California State Board of Education.

"The courses are planned as a unit to give the essentials of education for librarianship and special students cannot be admitted, nor in the present state of training for library service can exemptions be made for those who have had some shorter course of instruction where the entrance requirements are lower.

"These courses are open only to students with the A. B. degree of the University of California or its equivalent from another university or college.

"The State Board of Education accepts the completion of the first year's work in satisfaction of its technical requirements for the special certificate as high school librarian. Prospective candidates for this certificate should apply to the state board or to the chairman of this school for information regarding the units in education also required.

"High school librarians are paid in California on the same scale as high school teachers, and have the assistance of the university appointment secretary in securing positions."

County Libraries and Women's Clubs

A meeting of the Department of Information and Library Service of the San Francisco District of the California Federation of Women's Clubs was held at San Francisco on August 23 in the Gold Room of the Bellevue Hotel.

This district comprises fourteen counties. Nine of these counties extend along the coast from Del Norte to San Luis Obispo. The ones that are inland are Lake, Napa, Solano, Santa Clara and San Benito.

Miss Clara B. Dills, county librarian of Solano county, and chairman of information and library service for the San Francisco. The central idea was how library material can be made available to club women and others. The speakers were Milton J. Ferguson, state librarian; Mrs. O. N.

Hirst of Placerville, state chairman of the department of information and library service; Miss Mary Barmby, county librarian of Alameda county, and Mrs. May Dexter Henshall, county library organizer.

The story of the county library movement in the United States with its beginning in legal provision for such an institution in Indiana in 1816, the unparalleled development of county libraries in California and the appropriation of fifty thousand dollars by the Carnegie Corporation to start county library service in Louisiana were told tersely and vividly by Mr. Ferguson. He explained clearly the California plan for giving library service, and showed how public libraries, county libraries and the state library make such service possible.

A fascinating mental picture of the county library as a social agency was shown by Miss Barmby in a most entertaining talk on the Alameda county library in its relation to institutions of that county. She told of the special kind of service the county library gave to the California Girls' Training Home, the county jail, the Federal Hospital at Livermore, and the hospitals of the county where county library branches are established at the Public Clinic, Health Center, Infirmary, Infirmary Nurses, Arroyo, Del Valle, Del Valle Farm, and Cresta Blanca.

Employees of public service institutions who are taking correspondence courses are being supplied with books to carry on their studies. Many other points of contact between the county library and the residents of Alameda county emphasized the usability of the library.

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Mrs. Hirst spoke of the value of books and the part club women have taken in extending their use.

Four counties within the San Francisco district do not have county libraries. Mrs. Henshall confined her remarks to conditions within these counties and told what the residents of the counties needed to do in order to make it possible to have county libraries.

By means of picturoles and lantern slides Miss Dills gave an illustrated talk showing that such material might be borrowed from county libraries. An exhibit of pictures from the state library was given as an illustration of material that is available to those interested in art.

How to Use a Library

In an interesting article on the necessity of knowing how to use libraries a noted British librarian told of the handicaps he encountered during his college life because he had not been taught in previous years how to obtain information contained in libraries.

Gradually this defect in the connection between schools and libraries is being recognized and overcome. An instance is shown in the lessons on using the catalogue given to the freshman classes of the Ventura Union High School by Miss Elizabeth R. Topping, librarian of the Ventura county free library.

The type of instruction varies with the amount of time given to the lessons. Last year one period was allowed for each of the eight freshman classes in English.

Models of catalogue cards had been placed on the blackboard the morning the libraries gave the lesson. She distributed to each desk a copy of the hundred divisions of the Dewey decimal system, the 1921 supplement of the children's catalogue, and odd numbers of the readers' guide. She had on her desk representative, well known books of each of the ten divisions as well

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as a bound periodical and a drawer of catalogue cards.

When the class was called, she introduced her subject by making an analogy between a library and a book. She compared the outline of the classification with the contents and the catalogue with the index. Then she had different members of the class arrange the ten books in their proper order. She commented on the subjects, the authors, titles and the fundamental idea of classification. After this she gave several problems to the class in the use of the children's catalogue.

Passing from the catalogue to the numbers of the readers' guide, she had the class look up subjects in it, interpret the numbers and abbreviations. She compared the use of it with the catalogue.

She ended a brief lesson by assuring the students of the willingness of the library to give individual instruction to all who cared to have it. Many came down to the library for that purpose.

Notes

The death on August 15 at Hanford of Miss Julia Steffa, county librarian of Kings county, was a shock and great sorrow to her friends, as they were not aware of her illness. Her death is a loss to the profession. She was a graduate of Pomona College and of the New York State Library School. Her services as county librarian in Ventura, Madera and Kings counties have left a fine impress in each county. Her associates will greatly miss her steadfast faith in the work, her loyal adherence to its best interests and her unswerving friendship.

Word has been received from Sierra county that eight county library branches have been established in that county by Miss Edith Gantt, county librarian of Plumas county. All of this has been accomplished in less than a month from the time the board of supervisors of Plumas county agreed to sign the contract for li-

brary service requested by the supervisors of Sierra county. With a rugged county to be traversed and a scattered population to serve this is a remarkable record.

Miss Gantt occupies the unique position of being county librarian of two counties. This new departure in library service has already attracted the attention of the U. S. Department of Agriculture and of the committee on library extension of the American Library Association.



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BOOK REVIEWS

The Scamp, by Virgil Markham; illustrated by Henry Pitz: Turning backwards to the time of George I, the author has written a novel, the locale of which is England, which challenges the reader's attention from both the literary and the interest standpoints. A younger son, craving adventure, plans a fantastic plot and the unraveling of this plot, together with a love affair, furnishes an unusual and exciting situation. Though the situation is satisfactorily solved, suspense is keen and the atmosphere created is rather different from the modern novel. The writing of this book took the author to England, where he studied the material at his command, first hand. The result is a convincing story, true to life and one of more fundamental qualities than many of the frothy novels that crowd the market today. (Macmillan Company, 66 Fifth avenue, New York. Price \$2.25.)

Many a Way for Memorial Day, compiled and edited by Grace B. Faxon: Here is a paper-bound volume containing 192 pages of interesting material for the observance of Memorial Day in the school room. The material is up-to-date and consists of poems, dialogues, plays and exercises for observance of the national holiday. Helpful notes and suggestions are included. (Walter H. Baker Company, 41 Winter street, Boston, Mass.)

In Blue Bird Time, by Ellen Miller Donaldson, illustrated by Hildegard Lupprian: This is a collection of Indian and nature stories—stories that happened "many, many moons ago." The stories are appropriate for reading and re-telling, as they were told by the old squaw grandmother. One of the charms of the book is its large, clear type and its delicate and beautifully fanciful illustrations in color. (Milton Bradley Company, 554 Mission street, San Francisco, Calif. Price \$1.75.)

The Teaching of Literature, by Charles Carpenter Fries, James Holly Hanford and Harrison Ross Steeves: Here is a 172-page volume presenting a discussion of aims to be attained in teaching literature and furnishing basic methods for junior and senior

high schools. (Silver, Burdett and Company, 39 Division street, Newark, N. J.)

Every Day Doings at Home, by Emma Serl: This is a "courtesy reader" for first or second grade children. The little folk learn their lessons in manners with the little squirrel characters, who live through many an ordinary day, the same as children, and they learn many a lesson, the same as children do in their every day lives. Pen and ink sketches of the frisky characters are cute and laughable. They were drawn by Harry E. Wood. (Silver, Burdett and Company, 39 Division street, Newark, N. J.)

Medieval and Modern Times, an Introduction to the History of Western Civilization from the Dissolution of the Roman Empire to the Present Time, by James Harvey Robinson: This is a new and completely revised edition of the former book bearing the same title. The volume contains 806 pages of material until the year 1926; maps, reproductions and colored pictures add to the value of the work. This history is suitable for high schools and preparatory schools and when used with supplementary reading it may be used as a college text. (Ginn & Company, 15 Ashburton Place, Boston, Mass. Price \$2.00.)

Poems, In the South Seas and Island Night Entertainments, Dr. Jekyll and Mr. Hyde, by Robert Louis Stevenson; **Lives of the English Poets**, by Samuel Johnson, Vols. I and II: These are five of the titles of the 781 titles in "Everyman's Library," which is claimed to be a collection of the world's most popular books. The idea of this series is to make it easy for every one to obtain such a collection and get at small cost all that is good and has worn well in English literature. The volumes are light, small, easy to carry, and they are bound in an attractive manner for library shelves. (E. P. Dutton & Company, 681 Fifth avenue, New York City. Cloth binding \$80 each.)

Junior High School Procedure, by Frank Charles Touton and Alice Ball Struthers: This material is so practical, modern, scientific and of such an informational nature

that these qualities combined with an interesting style of writing and a wealth of illustrations and charts, endow it with more than casual interest for any educator. It is suggestive, too, to those who are interested in progress in our schools. Though the book is written primarily as an aid to junior high teachers, elementary grade and high school instructors will find that it includes hints that will be helpful in their work. The volume contains 570 pages of reading matter and suggestions. (Ginn & Company, 15 Ashburton Place, Boston, Mass. Price \$2.60.)

The Harr Wagner Publishing Company has recently issued the following books: **"Songs and Scenes of the High Sierras,"** by Foster Haywood, a Forest Ranger. The book is beautifully illustrated by pictures taken by the author and is printed in attractive style. The introduction is by John Hale Constance. The quality of the poetry is descriptive and in deep sympathy with the picturesque scenes and moods of the Sierras. Price \$2.00.

"The Alaska Primer," by Zoe Porter, illustrated by Hilda Keel-Smith. Price 80 cents. This is a primer that is especially adapted to the child that is interested in the real things of the out-of-doors: Birds, animals, etc. The book has about one hundred and twenty pages. If you are looking for new content in a reader for your children, this book will give it to you.

"The Modern School Readers"—Book V, by Superintendent H. B. Wilson and Ruth Thompson, is just off the press. Price 90 cents net. This reader has new content, including "How a Radio Drama Is Produced," "The Talking Books," "Luther Burbank's Hobby" and a number of stories of great men, showing social activities.

GOOD ENGLISH IN SPEAKING AND WRITING, Seventh Grade, and GOOD ENGLISH IN SPEAKING AND WRITING, Eighth Grade, by Nell J. Young and Frederick W. Memmott. These books aim to develop the power of individual expression in correct terms. English in these volumes takes on a broader meaning than mere grammatical expression and goes into the broader field of choice of words in description, in writing, in dramatization. Here, through illustration and suggestion, each lesson becomes vital and the individuality and originality of the pupil is given an opportunity to develop. (D. Appleton & Company, 35 West Thirty-second street, New York.)

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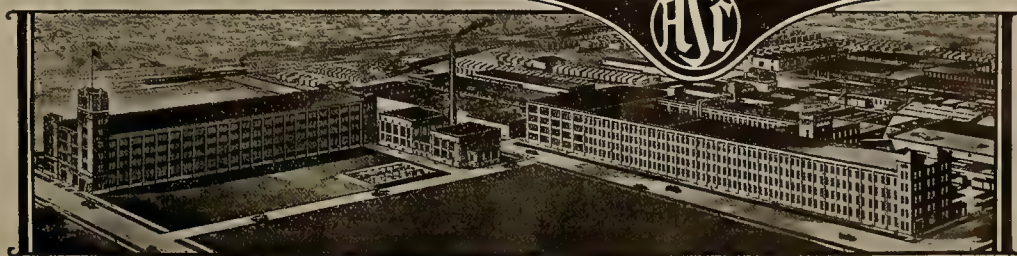
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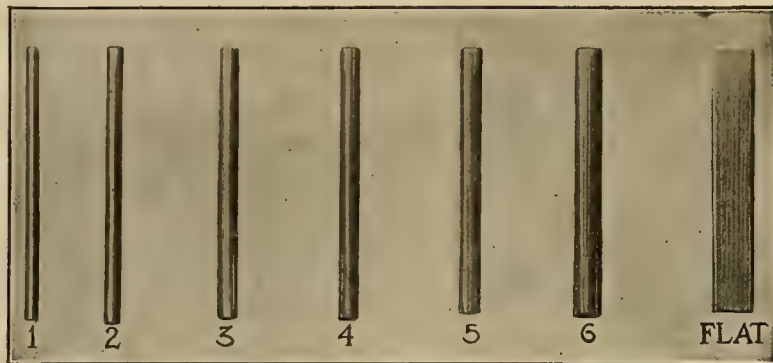
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Mount Shasta
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THE FACTS OF ARMISTICE DAY

By RUTH THOMPSON

[THERE ARE seven personified Facts in this play, and the Speaker. If it is possible to obtain forty-four children to represent the forty-four countries mentioned, then these children may be included. But it is not necessary that these countries be represented by children, for, during a previous drawing or handwork period, children may cut cards and print upon each one the names of the countries that are mentioned: the twenty-four Allies, four Central Powers, ten neutral countries, and six countries which, though they did not fight, broke off relations with Germany. If the countries are represented in person, then each child may make a flag of that country and this flag he may carry, or, if it is a small paper flag, he may wear it. Another suggestion is that, on the printed cards labeled with the country's name, the flag be drawn and colored. This will take some study on the part of the pupils, but it should prove an interesting and worth-while project.

The child chosen for the Speaker must act the part of a sympathetic but learned person, a teacher or college professor. The costume may be plain and the child wear horn-rimmed glasses. He may have near him a large pile of books.

The Facts, which number seven, may be dressed in various ways. One costume may be of cambric with newspaper clippings attached to it. Any costume suggestive of where we obtain knowledge or facts when we need them will be appropriate. Large pieces of cardboard, covering the child from neck to feet, cut the shape of a book, may be used, and upon the book, or books, if there are several children following this style, may be written the words, "Dictionary," "Encyclopedia," "History," etc. Another child may attach a newspaper to himself from neck to feet, as we get many of our world facts from newspapers. Another child may have a magazine marked "Literary Digest," "Outlook," or some such publication. Another child may wear a large map. American flags may be used in decoration of stage or room. A large map, upon which the countries at war can be pointed out, should be on the wall. There should be a place, or the floor should be clear, so that the cards representing the countries may be placed in a row in order that the audience may study them at their leisure when the Speaker has finished with them. It is not necessary that the children taking the parts of the Facts memorize their parts word for word. They must know the facts and tell them naturally to their audience.]

SPEAKER:

They say that Facts are always dry,
And learning them's a chore.
But we should always know some facts,
So we'll study the World War.
Armistice is a day of peace,
And you may wonder why—
We'll summon all the Facts
And to learn them you will try.
There's a patriotic reason
For every holiday.
Our country's Facts we all should know
And to them honor pay.

(Pauses and then calls:)

Come, Fact No. 1!

(Enter Fact No. 1.)

SPEAKER: When was the World War fought?

FACT No. 1: The World War was fought from July 28, 1914, to November 11, 1918.

(Fact No. 1 puts large placard with these dates on the wall and steps out.)

SPEAKER: It took, then, four years to win the World War. Come, Fact No. 2!

(Enter Fact No. 2. He stands near the Speaker.)

SPEAKER: Where does the World War get its name?

FACT No. 2: The World War is so called because those countries involved in it covered a large part of the world. The war is often spoken of as "The War to End War."

SPEAKER: That is an interesting reply. Fact No. 3 will tell us who were included in the World War.

(Fact No. 3 enters. He may carry twenty-four cards for Allies, four for Central Powers, ten for neutral countries, and six for the countries that broke off relations with Germany though they did not fight. These cards Fact No. 3 may hold up and pronounce the name of each allied country in turn. Then Fact No. 3 places the cards so that all may see them. The twenty-four nations known as the Allies of the World War were: Serbia, Belgium, Russia, France, Great Britain, Japan, Portugal, Montenegro, Italy, San Marino, Rumania, Greece, Brazil, Cuba, Panama, Haiti, Guatemala, Honduras, Costa Rica, Nicaragua, Liberia, China, Siam, United States.)

SPEAKER: Tell us who fought against the Allies.

(The Central Powers should be presented in the same way as the Allies. The opposing forces or Central Powers were: Austria-Hungary, Germany, Turkey, Bulgaria.)

SPEAKER: And what countries were neutral?

(Present in similar fashion. The neutral countries were: Holland, Spain, Norway, Sweden, Denmark, Switzerland, Argentina, Venezuela, Colombia, Mexico.)

SPEAKER: I know we are all interested in knowing the names of the six countries who, though they did not join the war, broke off relations with Germany. Can you tell me, Fact No. 3, who they were?

(Present same as other countries, either by card or in person. Those countries that did not fight but who broke off relations with Germany were: Bolivia, Ecuador, Santo Domingo, Peru, Uruguay, Egypt. If there are enough children, and they appear instead of cards being used, the forty-four may enter, one at a time, and say his name: "I am Serbia. I fought with the Allies." "I am Belgium. I sided with the Allies," etc. Another suggestion is a child with a pointer stand at the wall map and point to each country as Fact No. 3 mentions it.)

SPEAKER: There were a number of steps that led to the World War, but I want to summon Fact No. 4 and have him tell us what the underlying cause of the war was. (Calls.) Fact No. 4! Come and tell us the underlying cause of the World War.

(Enter Fact No. 4. He says:)

The underlying cause of the World War was the ambition of the German Kaiser to make his country

the most powerful nation in the world, and to so increase his power that it would be felt in every nation.

SPEAKER: I believe that Fact No. 5 can tell us where most of the fighting was done. Fact No. 5, will you come here?

(Enter Fact No. 5. He looks questioningly at the Speaker.)

SPEAKER: Where was most of the fighting of the World War done?

FACT NO. 5: The principal battles of the World War were fought in France, Germany, and Belgium. The battleline extended practically across Europe and part of Asia. Many battles were fought on the sea.

(If there is a map, Fact No. 5 may point out these places as he mentions them.)

SPEAKER: And the United States entered the war. Fact No. 6 will tell us why. Come, Fact No. 6.

(Enter Fact No. 6, who says:)

The World War was not fought for gain by Americans. It was a fight for the principles of Democracy. It was the fight of the American people to uphold the ideals for which the country was founded and upon which it has grown.

(Enter Fact No. 7.)

SPEAKER: Ah, here is Fact No. 7. Have you something to tell us?

FACT NO. 7: I have. I think maybe those who are studying something of the World War would like to hear one paragraph of the President's address before the special session of Congress which he had called. The President of the United States at that time was Woodrow Wilson. He said *(child may take paper from pocket and read this)*: "We will not choose the path of submission and suffer the most sacred rights of our nation and our people to be ignored or violated. We are glad now that we see the facts with no veil of pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its people, the German people included, for the rights of nations, great and small and the privilege of men everywhere to choose their way of life and obedience. **THE WORLD MUST BE MADE SAFE FOR DEMOCRACY.** It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those to submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace to all nations and make the world itself at last free."

SPEAKER: Thank you for reading that portion of Woodrow Wilson's speech. It was talked of in every corner of our nation. And now, if you listen, you will hear some of the songs that were sung during the World War.

(The songs may be heard from behind the scenes but every-one joins in the singing. Songs that may be sung may include: "There's a Long, Long Trail A-Winding," "Over There," "It's a Long Way to Tipperary," etc.)

SPEAKER *(when the music has ceased)*: And now, enough of the Facts of War! Armistice Day is a day of peace. It is a legal holiday and takes its place with the Fourth of July on our calendar, and it is on the calendar of the Allies. The World War, which was the most terrible war in history, is now a thing of the past, and we must look towards universal brotherhood, universal love, and understanding. We must observe Armistice Day with a spirit of gratitude and joy.

(Raises hand as though giving a blessing:)

"Blest is this day, past any other day
The world has ever known; yet must we pray
The world hereafter may so blessed be,
Never another day like this to see."

(THE END)

THE LETTERS IN THANKSGIVING

By RUTH THOMPSON

[THIS ACROSTIC may be used by the children in a short exercise. The pupils may mark the twelve letters in large print on twelve cards, respectively. Twelve children with the cards may face the class and each in order may exhibit his card and recite the couplet. He then stands with his card in front of him and the word is found to spell T-H-A-N-K-S-G-I-V-I-N-G.]

T IS for thankful

This day of the year.

H STANDS for helpful,

So spread some good cheer.

A MEANS we're active,

And do as we should.

N IS for good nuts—

Thanksgiving Day food.

K MEANS a kindness

Towards someone else shown.

S MEANS that first feast—

Sixteen-twenty-one.

G STANDS for Governor,

And Bradford's the name.

I IS for Indians

Who brought deer and game.

V STANDS for valiant,

Those Pilgrims so brave,

IN trial and trouble

Their ideals did save.

N FOR November,

The month of the year.

G STANDS for giving—

Thanksgiving is here!

A NEW primary building of ten classrooms had been added, at a cost of \$40,000, to the Norwalk Grammar School. T. B. Moffit, District Superintendent of the Norwalk grammar schools, expects that another addition will be necessary next year on account of the growth of population. Four hundred pupils and nineteen teachers are in the school this year. A bus system of three cars is now operated.

A THANKSGIVING FEAST

By RUTH THOMPSON

[THIS EXERCISE may be as simple or as elaborate as the teacher desires it to be. The children could make their costumes of colored paper or cambric suggestive of the food which they bring to set on the table. The real article of food may be brought in by the child, or he may have drawn a picture or cut out a picture of it, or he may merely have a placard with the name of the food printed upon it. It is suggested, however, in order that the most may be made of the material, that the children enter into the Thanksgiving spirit and correlate this material with their art and handwork, history and reading.]

In the center of the stage is a long table. In the background may be branches of trees, suggestive of the woods. Foods brought to the table by the children, one at a time:]

TURKEY: Child may be dressed in costume of gray upon which turkey feathers have been sewed. He carries a platter upon which is the turkey, or "pretend" turkey. Places this at carver's seat and steps into background.

DEER: Child dressed in soft brown brings in "pretend" deer, places on table, and steps into background as all the children do as they appear.

FISH: Dressed in silver and gray shades. Places fish upon table. This costume may have fish that the children have drawn, fastened to the costume.

GEESE AND DUCKS: A soft, light costume with feathery trimmings.

VEGETABLES: May be green, carrot shade, red, or a mixture of all of these with pictures of various vegetables attached to costume.

CORN: A corn-yellow costume with tassels and a tasseled cap.

APPLE: Red and green costume to which real apples may be fastened.

PUMPKIN: Pumpkin-colored costume with green cap.

GRAPES: Green costume upon which may be draped pictures of purple grapes which the children have drawn, colored, and cut out.

NUTS: A nut-brown costume from which is suspended a variety of nuts.

(Enter child with **TURKEY**. He places turkey on table and says:)

Turkey is Thanksgiving food;
For it there is a reason—
'Twas eaten by the Pilgrims
At the first Thanksgiving season.
The harvest had been gathered in,
For three days there was fun.
Bradford called the celebration
In 1621.

(Steps back under trees.)

(Enter child with **DEER**. He places it on table:)

The Indians brought five wild deer;
They came all dressed in state—
This was their first Thanksgiving,
And none of them were late!

(Steps back under trees—as does each child after he has set his food on the table and said his part.)

(Enter child with **FISH**. Places it on table:)

Cod fish or any fish
That could be caught, at least,
Was eaten by the Pilgrims
At that first Thanksgiving feast.

(Enter child with **WILD GEESE and DUCKS**. Sets on table:)

Wild geese and ducks were caught
And cooked in tasty style.
All foods were raised or gathered in
By all from many a mile.

(Enter child with **VEGETABLES**. Places on table:)

No meal without a vegetable
Is ever quite complete.
The Pilgrims raised their vegetables
And so had them to eat.

(Enter child with **CORN** which he sets upon table:)

The Indians liked to eat the corn;
They showed the Pilgrims, too.
Now it's a healthful, hearty dish,
A Thanksgiving gift to you.

(Enter child with **APPLES**. Places near center of table as part of centerpiece of which all fruit and nuts are to form a part:)

The rosy, juicy apple
On Thanksgiving Day brought cheer.
The Pilgrims found it hearty food
At any time of year.

(Enter child with **PUMPKIN**. Places it in center of table, and fruits, nuts, grapes, apples are to be grouped around it:)

A Thanksgiving food is pumpkin,
The color of the sun;
It's good for pumpkin pies
And for Jack o' Lantern fun!

(Enter child with **GRAPES** which are added to centerpiece:)

When gathering the wild grapes
And berries in the wood,
The children worked hard for the feast
By doing all they could.

(Enter child with basket of **NUTS**. He takes them from basket and scatters them among the fruit in center of table:)

Brown nuts, sweet nuts,
Falling from the tree;
Ripe nuts, rich nuts,
Food for you and me.
The Pilgrims found them hearty,
And the children gathered them;
They were used that first Thanksgiving
By the White and Indian.

(All the children may now come forward and stand around the table and recite together:)

For shelter there were giant trees,
For music wild birds sang;
With happiness and grateful cheer
New England forests rang!
This was the first Thanksgiving,
And everyone took part;
Thus thanks and praise were offered
From every grateful heart.
Thanks for new-found freedom,
Thanks for new home sod,
Thanks for harvest-food and clothes,
And thanks for home and God.

(As the children seat themselves at the table they may join in singing some Thanksgiving song which they have learned.)

[CURTAIN]

W. L. RUTHERFORD has been elected principal of the Escondido Grammar School. Mr. Rutherford is a man of considerable educational experience in Montana, Oregon, and California. Last year he was principal of the Independence School, a San Pablo elementary school. Escondido now enrolls six hundred children and has twenty-three teachers.

"WHAT HAPPENED TO THE BOOKS."*

By RUTH KEENEY

[INTRODUCTION.—This play has been written with the idea of helping to impress upon the minds of the children the importance of the care of books.

The play may be presented with or without the use of costumes. In either case a strong contrast should be made in the appearance of the characters in the first and second acts. Very spick and span in the first, and the more dilapidated the better in the latter.

It is suggested that, in the presence of the Lady of the Library, the books be very stiff and wooden. At no time, except for entrance and exit, do the books leave their positions upon the shelf.

In the second act, names of children who are known may be used. Other characters from well-known books can, of course, be added or substituted.
—RUTH KEENEY.]

CHARACTERS

SPEAKER OF PROLOGUE	PINNOCHIO
LADY OF THE LIBRARY	PRINCESS
ROBIN HOOD	LITTLE LAME PRINCE
ROBINSON CRUSOE	MOTHER HUBBARD
OLD MOTHER WEST WIND	PETER PAN
PETER RABBIT	

PROLOGUE.—The first scene of our play is on the shelf of a public library. The Lady of the Library enters, bringing with her a number of very new books that have just been received from the bookshop.

(Enter Lady of the Library and her books.)

LADY OF THE LIBRARY: How happy the children will be when they come in and find this shelf filled with new books. Robin Hood, I have never seen you dressed so fine. I will put you here, beside Robinson Crusoe. If books could speak, what a good time you two could have telling your adventures to each other. Pinnochio and Peter Pan I will place here to keep Peter Rabbit out of mischief. Dear Little Lame Prince shall stand next to the Princess of the Fairy Tales. Mother Hubbard next and Old Mother West Wind at the end of the row. Now, my dears, you do certainly look nice. I would not be surprised if the children shout with joy when they see so many beautiful, clean, new books for them to read.

(Lady of the Library goes out. For one minute it is perfectly quiet.)

ROBIN HOOD: Ho, hum. This library is a quiet spot. My friends, how much longer do you suppose we shall have to remain so neat and prim upon this shelf?

OLD MOTHER WEST WIND: Have patience, Robin Hood, and be content. Adventures may come all too soon. For myself, I am enjoying the peace of this quiet place after the confusion of the bookshop.

ROBIN HOOD: That is all very well for you, Mother West Wind. But I am anxious to go out into the world and meet these boys and girls I have been told about. I want to tell them of my adventures in the Green Forest.

ROBINSON CRUSOE: Quite true, Robin Hood, quite true. I, too, am anxious to meet our young friends and tell them of the lonely island in the sea where I spent so many happy years.

PINNOCHIO: Wherever the story of my life has been told, the children like to hear it. It was my strange experience of changing from a wooden toy

into an obedient boy that I suppose they find interesting. I shall be glad to meet my old friends, but I am looking forward to seeing many new ones.

LITTLE LAME PRINCE: You are very brave, Pinnochio. I hesitate to venture into the company of strangers. Yet I, too, have had an interesting life. I would like to tell of my tower on the lonely plain, and of my fairy godmother who gave me the magic cloak. I have heard that the children of this place are friendly.

PRINCESS: Dear Little Lame Prince, I do hope the children are kind to you, and to all of us. Once I knew a dreadful ogre, who frightened me, and ever since then I have been a little timid. But I do so want the children to hear about my beautiful castle and of the prince who came riding past on a white horse.

MOTHER HUBBARD: Do not worry, Princess. We will go together, and my good dog shall look after us both.

PRINCESS: Thank you, good Mother Hubbard.

PETER RABBIT: Well, wherever I am taken I hope it will not be near Mr. MacGregor's garden. I nearly met with a dreadful accident there one day, and since then I have been very careful.

PETER PAN: That is right, Peter Rabbit. We Peter folk have a hard time keeping out of mischief. But the more mischief we get into the better the children seem to like us. Isn't it so, Friend Pinnochio?

PINNOCHIO: Yes, but they are never content until they hear how we escape from our troubles.

ROBIN HOOD: Well, well, folks, I am growing impatient. Do you think the children will never come? Mother West Wind, you go about everywhere—you should know what is keeping them.

PETER PAN: Be still—I hear them coming.

(Voices are heard outside.)

PETER PAN: Now for new friends.

PETER RABBIT: And new adventures.

ALL (softly): New adventures.

* * *

[Introduction.—The scene is the same shelf in the public library. The time is two weeks later.]

(Enter Old Mother West Wind and Robinson Crusoe, their clothes wrinkled, their hands and faces dirty, and their hair ruffled.)

OLD MOTHER WEST WIND: I do declare. I feel quite upset. Do look at my apron, once so clean and white, and now all soiled and wrinkled.

ROBINSON CRUSOE: You look as though you had been through a cyclone, Mother West Wind.

OLD MOTHER WEST WIND: I might as well have been. For two weeks I haven't been out of sight of Tommy Smith. He was so interested in the people of the Green Meadow that he could scarcely take

* This play is highly recommended by Mrs. Alice G. Whitbeck, Librarian of Contra Costa County Free Library.

time to eat, and never once did he wash his hands before reading about them.

ROBINSON CRUSOE: I thought I had seen rough times when I lived upon my island. But I think of it as a peaceful place since I have been read by Jimmy and Jane Gray. They turned down my corners, drew pencil marks over me, and wet their fingers when they turned the pages. Here comes Robin Hood looking rather upset.

(Enter Robin Hood with torn clothes and blackened face.)

ROBIN HOOD: I won't stand it, I tell you; I won't stand it! I shall go back to the forest. Never again will I venture out to tell my adventures to the children. You would never believe how I have been tossed about and left on doorsteps and under benches. I tell you, I won't stand it!

(There is the sound of weeping outside. Enter Princess with Mother Hubbard.)

MOTHER HUBBARD: There, there, my pretty Princess. You are with Mother Hubbard now, and her good dog. Nothing can harm you.

PRINCESS: Oh, it was so dreadful! Mary Jones is such a nice little girl. Oh, how could she leave me out doors all night in the wet grass! Dear Mother Hubbard, if your good dog had not found me, what would I have done?

(Peter Rabbit and Peter Pan enter, helping the Little Lame Prince.)

PETER RABBIT: Yes, sir, I quite agree that my experiences have been far more harrowing than anything that happened in Mr. MacGregor's garden.

PETER PAN: Do you feel better now, Prince?

LITTLE LAME PRINCE: Yes, thank you, Peter Pan. But it was rather hard to be flattened out by an elbow and twisted and turned—but I am sure Billy B. did not mean any harm.

ROBINSON CRUSOE: Peter Pan, you look less tattered and torn than do the rest of us. Your experiences must have been less unhappy.

PETER PAN: Yes, friends, I was indeed fortunate. The pleasant child who chose me from the shelf no sooner got me home than he put a brown paper cover over my back. Before he sat down to read he washed his hands, and he was never so greedy that he tried to eat and read at the same time, as I noticed many children doing.

MOTHER HUBBARD: I, too, was fortunate in having a careful child choose to read me. She seemed to enjoy hearing about the adventures of my good dog. But she never loaned me nor carelessly left me about. Here comes Pinnochio.

PINNOCHIO: What is the use of becoming a careful and obedient boy if one is to be treated in this fashion? But, cheer up, friends. As I came up the stairs I heard the Lady of the Library calling for the glue. She is coming to help us, I know.

MOTHER HUBBARD: I knew she would come to our rescue. She will patch and clean us up until we look like new.

ROBIN HOOD: Not like new, Mother Hubbard; only patched and mended. I, for one, shall refuse ever again to go with one of those dreadful children.

PETER PAN: Come, come, Robin Hood, surely you do not mean that. Give the children another chance. They may do better next time.

LITTLE LAME PRINCE: Yes, I think they should have another chance.

ROBINSON CRUSOE: I should hate to think they never would hear about my island. So I suppose I will try it again. Maybe next time I will be chosen by a more careful child.

PRINCESS: I wish I could tell the children never to leave us out all night.

PETER RABBIT: And not wet their fingers when they turn our pages.

PINNOCHIO: And not put pencil marks all over us.

MOTHER HUBBARD: Do not complain any longer, friends. Here comes the Lady of the Library. I promise you she will soon make you feel better.

ROBIN HOOD: But we never, never, can be new again.

ALL: Never, never, new again.

PETER PAN: Hush! here comes the Lady.

(Enter Lady of the Library, with a large can marked Glue.)

LADY OF THE LIBRARY: My poor books. All scratched, finger-marked, tattered and torn, creased and out of shape. Not shabby from use, alas, but shabby from neglect. Oh, if only the children knew how it hurts you to look so. Well, come with me, my poor dears, and I will help you the best I can.

(Lady of the Library follows the books out.)

EPILOGUE.—My friends we have told you the story of "What Happened to the Books." And now our story is ended.

WHY DO CHILDREN READ?

IN ITS SCHOOLS the State of California has been conducting a series of tests on the subject of children's reading. According to those who have observed the experiment, its results have proved highly illuminating, and should serve as a valuable contribution to the "new knowledge" in child study and training.

For instance, in respect to the amount of reading done by the average child, long a controversial point in the discussions of educators, especially interesting conclusions were reached. This particular test consisted of asking 808 "unselected" school children between the ages of six and sixteen, in three small California cities, to keep a reading record. Parents who find themselves puzzled as to whether their children are reading more or less than the average, can, experts say, discover an adequate answer in the tabulation of this experiment's results. The adjective "unselected" indicates that no discrimination was made in the test between the children of more than average mentality and those of less than average. It now appears to be agreed that the conclusions given below are the rule rather than the exception. Here in tabloid form are the findings in the 808 cases mentioned:

AGE OF CHILD	Number of cases	Average number of books per month
6 to 8 years.....	32	0
8 to 10 years.....	163	1.5
10 to 12 years.....	286	2
12 to 14 years.....	230	3
14 to 16 years.....	97	2.5

The evidence here presented to the effect that more reading is done between the ages of twelve and fourteen than in the two or three years following has, it is said, caused surprise to some of those in touch with the California experiments. Many authorities, however, contend that this is a conclusion quite to be expected. Professor Lewis M. Terman of Leland Stanford University, and Margaret Lima, psychologist of the Minnesota State Board of Control, in their new book entitled "Children's Reading," are among those who express this view. Of this period in the mental life of the child they write: "The twelfth or the thirteenth year usually marks the beginning of what is commonly called the 'reading craze.' Never again in this life does the average individual read as many books in one year as he reads at twelve or thirteen. Boys generally reach this maximum amount at thirteen, but girls, who mature more rapidly than boys, usually read their greatest number of books at twelve. . . . Fortunate, indeed, are the parents who have succeeded by this time in developing in their child a taste for good literature. If they have failed in this purpose the period of maximum reading will mean a plague of 'series' books and of sentimental or sensational stories that may well give cause for anxiety."

This matter of "right reading" is as important, in the opinion of these authors, as is any other problem relating to the child's welfare. It is their contention that children read because of three fundamental characteristics of their nature, and that unless books respond honestly and healthily to the needs which these characteristics represent they do not constitute the proper reading. "Within the limits of individual differences, every child who reads at all is following one or

more of these three urges," say Professors Terman and Lima. One of these, they state, is curiosity which, if sufficiently insistent, is one of the best signs of a superior intelligence; but it must be met, in all fields, by a type of reading commensurate with its development at successive ages. Another is the desire for wish fulfillment, or the satisfaction of unconscious desires. The child "reads himself into" a book far more than an adult does, and the wrong kind of reading may lead to fantastic and unhealthy conceptions of reality, which must inevitably conflict with his slower realization of life as it actually is. The third factor influencing the child's reading is imitation. Inasmuch as he so often finds in those about him a model for his own behavior, he is far more likely to form the habit of reading good literature if he observes his parents doing so than is the child who sees little or no appreciation of books in his home.

ARMISTICE DAY

By RUTH THOMPSON

[THIS ACROSTIC may be used by the children in a short exercise following a talk on Armistice Day by the teacher and children. The words "insignia" and "Imperialist" should be explained so that the children will get the full meaning of the rhymes. Nine children with cards may stand facing the class. Upon these cards the children may have made a letter of the word "Armistice," either in colored crayon, with pencil, or the letters may be sewed with colored string or yarn. The children stand in order so that the letters that form the word are in order. Each one in turn holds up his card and recites his rhyme. At the conclusion the word will be found to spell A-R-M-I-S-T-I-C-E. Patriotic songs and selections may follow to complete the program.]

A is for Armistice,
The Eleventh of November—
The day stands for Peace
And we'll always remember!

R is for Red Cross;
For it did a large part
In helping the wounded
And cheering the heart.

M is for mothers
Who freely gave all
Of their time—and their sons
When the Nation did call.

I STANDS for insignia—
Our great Nation's flag.
'Twas carried to victory—
No soldier did lag!

S is for savings,
The War Savings Stamps
Helped us to raise money
And then to aid France.

T STANDS for Truth—
Democracy—Faith—
The ideals we fought for
"To make the world safe."

I is for Imperialism,
To freedom opposed;
The enemy fought for it
Until the war closed.

C is for children
For they did their share;
They gardened, saved tinfoil,
Handled money with care.

E is for enemy—
But bad feelings now cease.
Armistice we celebrate,
We're glad for world peace!

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Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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NEWS AND COMMENTS

By HARR WAGNER

THE WESTERN JOURNAL OF EDUCATION has changed its size to conform to the standards set by the National Education Association. The Harr Wagner Publishing Company has also changed its manufacturing program so as to meet competition in Eastern fields and to conform more nearly to the high standards of printing maintained by Eastern manufacturing. It is just another gesture in our long and hard fight to establish, in the West, the art of making books that in content will be superior and in printing and binding will compare favorably with the highest standards.

MARK KEPPEL recently announced that it was his firm belief that "reading" should be the "core" of every course of study up to and including the sixth grade. We hope that some educational leader as strong as Samson, and maybe as blind, will pull down the pillars of the Castle of Experimentation and will teach children to read. How can children study arithmetic, history, and geography unless they can read intelligently?

LIEUTENANT GOVERNOR C. C. YOUNG is the Republican nominee for Governor. He has a fine record as a student teacher and has, during the past twelve years, cooperated in securing for the state, progressive educational legislation, and has helped in preventing much school legislation of a negative character. He is joint author with Charles Mills Gayley of a successful and teachable book on "English Poetry."

HONORABLE SAMUEL M. SHORTRIDGE, the Republican nominee for United States Senator, was formerly a teacher in the schools of California, and is an ardent advocate of any measure that will increase the educational efficiency of the United States. He has a fine record of achievement as a United States Senator from California, and his reelection means that California's industrial, educational, and other interests will be well taken care of.

GOVERNOR RICHARDSON has appointed Mrs. Dora Stearns of Los Angeles to Mrs. Bryant's place, whose term has expired. Mrs. Bryant has been an active member of the board, and gave special attention to certification of teachers. Mrs. Stearns is a prominent woman and is a member of several organizations, including the Public School Protective League.

MRS. F. E. RAYMOND, manager Pacific Coast and Orient office of The Gregg Publishing Company, has developed such a large business in the Orient that the company has found it necessary to have a personal representative and agent at Shanghai. Robert S. Hendry, Columbia University M. A., born of missionary parents in China, speaking the language fluently, leaves for China this month to take up further development of the Gregg interests in the Orient.

The Meeting of the State Board of Education

THE STATE BOARD OF EDUCATION met at Sacramento, the week of October 12, 1926. Florence J. O'Brien was elected chairman to take the place of E. P. Clarke, term expired. Mr. O'Brien, whose term would expire June 30, 1927, resigned and was reappointed by Governor Richardson for a four-year term. Mr. O'Brien has given much time to public service as trustee of the Normal School at Chico, as Commissioner of the State of California for the Panama-Pacific International Exposition, and for the past three years as a member of the State Board of Education. Mr. Clarke served on the board during three administrations and has led an active career both as an editor and educator. His alma mater recently conferred upon him the degree of LL.D. He is the author and compiler of a book, "Six Orations of Paul," and has delivered many educational addresses. Mr. O'Brien appointed the committees on the reorganization of the board and took up the routine business. R. J. Werner was appointed Commissioner of Secondary Schools and Neils P. Neilsen, a graduate of the University of California and instructor in physical education at Polytechnic High School, San Francisco, was appointed Director of Physical Education, vice Doctor Stoltz, resigned.

Professor E. B. Knollin of the San Jose State Teachers College was elected at a previous meeting but made certain requirements for acceptance which were not met by the board and the position was declared open.

The report of the retiring president, E. P. Clarke, was approved with a few changes.

The board decided to call for bids for a geography for the upper grades; passed on credentials; heard reports from various school officials; acted on retirement applications, and adjourned to meet January 10, 1927.

HONORABLE WILL C. WOOD has written a beautiful memorial tribute to Doctor Frederic Burk, president of the State Teachers College, San Francisco, 1899 to 1924. The beauty of this memorial tribute is its accuracy, its careful statement of the true valuation of Doctor Burk's great work. It is neither overdone nor underdone. In simple, good old Anglo-Saxon, Mr. Wood gives life, vitality, and strength to the work of Doctor Burk. Archibald Anderson, acting president of the college, deserves the appreciation of all of the friends of Doctor Burk and of the State Teachers College for placing this tribute in permanent form.

Mark Keppel

J. D. SWEENEY, the historian, publicist, and educator, gave the Red Bluff News the following "spotlight" on Mark Keppel in action at the convention of school officials, October 8: "After the week's consideration, the cap sheaf was put on by the report of the legislative committee with our doughty friend Mark Keppel as chairman. Mark is always a treat with his wit and keen sarcasm. He is probably the best posted school man in school law in the state, surpassing even some who are classed in the legal fraternity. In this report changes of law were recommended. Some sections will be amended, others repealed, others superseded by new laws, etc. Among those we were interested in were the present registration of minors, a law absolutely unworkable unless the community rises to a sense of civic pride. The law regarding keeping of attendance was also recommended for change. At present the law is bunglesome, and causes teachers a lot of trouble and then no one knows whether or not the law is being complied with."

PRESIDENT A. H. SUZZALO of the University of Washington has had his contract canceled by the board of regents, to take effect November 30. The alumni association has started a recall of Governor Hartley, who is responsible for the political mixup. Doctor Suzzalo's salary is \$18,000. His contract does not expire until June 30, 1927. Suzzalo is a native son of California. He went to public school here and taught in Santa Clara County. He is a graduate of Stanford University. He attended Columbia University and in a few years climbed to the top of the educational ladder. His book on "Democracy in Education" has an excellent chapter on school administration.

CONVENTION OF SUPERINTENDENTS

By HARR WAGNER

THE ANNUAL convention of County, City, and District Superintendents and Rural Supervisors was held at Lake Tahoe October 4 to 8, and assembled in the Casino Building promptly at 10 o'clock, October 4. The environment was perfect. The lakes and the forests were never more beautiful. Our comfort and conveniences were in strange contrast to those that Fremont and his companion, Mr. Preuss, endured when they discovered the lake on February 14, 1844.

Will C. Wood gave, in his opening address, a careful survey of the activities of his office during the past year and an outline of proposed educational legislation for 1927. He placed special emphasis on the curricula study of the state by the commission headed by Doctor W. C. Bagley and George C. Kyte. W. J. Hunting, Superintendent of Public Instruction, State of Nevada, gave a humorous and at the same time a dignified address of welcome. In the absence of Mrs. Bryant of the State Board of Education, Judge Langdon, who was chairman of the State Board of Education when it was first reorganized in 1912, and formerly teacher and School Superintendent of the City and County of San Francisco, was asked to speak.

Judge Langdon's address before the City and County Superintendents at Tahoe on Monday, October 4, made a profound impression, and was regarded with much favor by educational authorities. He sounded a note of warning against a too rapid expansion of school activities, and especially a too extensive, costly building program. He asserted that the vital force in the public school system is the teaching body, and that no effort to effect economy in school costs must be made at the expense of the teachers. Any change in the teachers' salary schedule must be upward, not downward. The Judge expressed the view that educational authorities should have in mind the problem of the taxpayer, and hold his confidence, and that if there is any pruning to be done they, themselves, should do it and avoid impairment of our educational system. He declared that, in the zeal for education, development must not go forward on a greater scale than the taxpayer will accept in his loyal attitude toward the public school system. The address was pronounced to be a definite and courageous stand on behalf of the public schools and their future progress on a sound and successful basis.

Helen Heffernan, the new Commissioner of Elementary Schools, made her first public appearance before the Superintendents and other school officials. Her talk on "Urgent Problems in Elementary Education" was decidedly well received. The comments upon the content of the talk and her manner of delivery were expressive of keen appreciation.

Superintendent Bessac of San Joaquin County presided at the afternoon session. The subject was "Course of Study" and was discussed by H. B. Wilson, Joseph Marr Gwinn, T. S. McQuiddy, Arthur Walter, and Irene Burns.

J. A. Cranston presided at the meeting of District and City Superintendents Tuesday morning. The speakers were J. E. West, W. E. Givens, W. J. Cooper, Walter Bachrodt, W. T. Helms, and Paul Stewart.

Superintendent R. P. Mitchell presided over the County Superintendents' section. Professor F. W. Hart, L. E. Chenoweth, R. L. Bird, J. G. Force, Clarence W. Edwards, and S. M. Chaney discussed various phases of "Economy in Rural School Finance." This section held a very lively meeting and the discussions were of very great value.

Superintendent Roy Cloud presided over the afternoon session. Ira W. Kibby, Nicholas Ricciardi, and Ethel Richardson discussed "State Office Plans for the Extension of Public Education."

Wednesday was visiting day. Mrs. Eugenia M. Bruns, Superintendent of Schools, Alpine County, invited the members of the convention to visit the Carson Valley and Douglas County High School at Gardnerville, Nev. More than one hundred accepted. The trip included a ride across Lake Tahoe to Tallac, automobile trip through the mountain passes of Kingsburg Grade, going and returning by the way of Carson's Pass



Reading second from left to right: C. W. Barrett, Sheriff of Alpine County and chief cook at barbecue; Mrs. Eugenia Bruns, County Superintendent Alpine County, hostess; A. M. Jarvis, assistant.

and Hope Valley, a ride of about eighty miles. At Gardnerville, in the high school auditorium, Governor J. G. Scruggan of Nevada gave an address of welcome and expressed his appreciation and support of a progressive educational platform. Will C. Wood responded and called on David E. Martin, who gave a characteristic speech of wit, pathos, and an appeal for the children that got across in a big way. Mr. Shaw, the principal of the school, presided. The visitors were then invited to a feast of barbecued beef, lamb, and pork. It was prepared in the old Western, frontier fashion, being barbecued in pits from two to six feet in depth. The Sheriff of Alpine County, C. W. Barrett, A. M. Jarvis, and Mrs. Eugenia Bruns were the masters of ceremonies. The high school girls, with dignity, poise, and cheerfulness, saw that each visitor was given generous portions of the barbecued meat, coffee, cake, and vegetables. The convention passed special resolutions of appreciation, and George Albee and Mark Keppel took up a collection of over \$100 to purchase a suitable gift to present to the high school as a token of appreciation for the wonderful hospitality shown the visiting school officials.

Selden Smith of Ginn & Co. was the special feature on Wednesday evening. He presented the moving picture, "The Making of Books," and gave a talk on "The Value of Educational Conventions to Publishers, Book Representatives, and to the School Children." It was an address that was to the point and greatly appreciated.

Thursday morning, October 7, Oliver Hartzell presided. Walter E. Morgan and Arthur Pope spoke on school reports, and Mark Keppel gave an excellent digest of recent court decisions affecting education. Samuel H. Cohn, deputy superintendent of Public Instruction, also spoke on the above subject. The reorganization of the State Department of Education, led by William John Cooper and Fred M. Hunter, was perhaps the most intensely interesting discussion of the convention. Superintendent Cooper gave an impersonal review of the subject. In view of the fact that his name has been used to give a slant to considerable activity during the past year, his proposals were of keen interest, and his avoidance of any personal issue and the presentation of the subject from the standpoint, "measures, not men," was exceedingly adroit.

Fred M. Hunter made the big speech of the convention, followed by Mark Keppel in one of his dramatic appeals for democratic principles in organization.

The session closed with a discussion of "Reorganization of the County School Offices." Superintendent Dan White presided Thursday afternoon, when Alfred Esberg, president of the San Francisco Board of Education, spoke on "A Layman's View of Needed Reorganization of the School System." Mer-

ton E. Hill spoke on the junior college, B. M. Woods on the university and the junior college, and W. L. Glascock asked that his speech be printed in the *Sierra Educational News*, and sat down. The audience applauded because it was time for adjournment.

A. S. Williams presided Friday morning in the City and District Superintendents' section. "Economy in School Administration" was the general theme. Professor F. W. Hart, Jerome Cross, F. F. Martin, W. G. Paden, C. C. Hughes, W. L. Stephens, Fred M. Hunter, Susan Dorsey, and Karl Adams presented various phases of the general theme.

Superintendent Chaney presided over the County Superintendents' section. The general theme was "Improvement of Rural Schools." A. G. Elmore, Ada York, M. L. Richmond, L. E. Chenoweth, Helen Heffernan, C. F. Schwoerer, Doctor W. W. Kemp, and R. L. Bugbee were the speakers.

Friday afternoon H. W. Hanlon spoke on "Needed Amendments to Existing Statutes." Mark Keppel closed the convention with "Needed Additions to the School Law." The committee on resolutions made the following report:

1. We express to Superintendent Wood our whole-hearted appreciation of the inspirational program he has set before us, stressing again the high dignity of the teaching profession and exemplifying the same by his leadership.

2. We endorse the creation of a curriculum commission as advocated by the special committee reporting on the proposed measure.

3. Recognizing that the success of a democracy depends upon the intelligent coöperation of all of its citizens, and recognizing, also, that education is a lifelong process, we enthusiastically approve of the program of adult education advocated by the state department.

4. We endorse the observance of National Education Week and commend the annual observance in California of Public Schools Week by the Masonic fraternity.

5. Remembering with satisfaction that California has ratified the child labor amendment to the constitution of the United States, we go on record as urging a stricter enforcement of the California compulsory education law.

6. We urge the adoption of the following constitutional amendments affecting the public schools:

No. S. A. 23, increasing the salary of state officials, including that of the State Superintendent of Public Instruction.

No. S. A. 24, which authorizes the use of surplus funds temporarily.

No. 15 A. A. 11, authorizing the classifying of school districts.

No. A. A. 36, which provides that only those who vote for or against a bond issue shall carry or defeat it.

No. 10 S. A. 39, for bonds for the University of California. Concerning No. 10 we urge that every legitimate effort be made toward informing the people of California of the purposes and benefits of this important educational measure.

7. We pledge our confidence in the Wright Act and condemn the effort to take from this state the power to enforce the Eighteenth Amendment through Amendment No. 9.

8. We favor proposed legislation providing, in sparsely settled sections where transportation of pupils is impracticable, the applying of transportation aid to board and lodging of such pupils.

9. We favor legislation that will make it mandatory that all elementary school districts be made a part of some high school district.

10. We approve and endorse the leadership of school people in the practice of all forms of economy in school administration which do not interfere with the effective conduct of our state educational system; and we believe it to be deplorable that, through the lack of proper compensation, many educational leaders are withdrawing from the service of the schools of California.

11. We express our appreciation to our retiring treasurer, Superintendent C. M. Chaney, for his generous service.

12. We approve legislation producing state aid for the instruction of children of migratory workers.

13. We recognize the need of articulation between the Congress of Mothers and Parent Teachers and the State Department of Education, to the end that there be more effective coöperation.

14. At this time we pause to give thought to the high type of work accomplished by our co-worker Mamie B. Lang, whose service as County Superintendent and latterly as Commissioner of Elementary Education will not soon be forgotten in California.

15. To the people of Carson Valley, to Mrs. Eugenia M. Bruns and her committee, to H. B. Shaw, to the student body of the Douglas County High School, to Charles Barrett, Sheriff of Alpine County, and his helpers, to the Gardnerville Chamber of Commerce, and to the members of the Minden Rotary Club we are deeply grateful for the hospitality extended to us on Wednesday.

16. To the management of Tahoe Tavern we express our sincere appreciation of the courtesies extended, and also to those who have contributed to our pleasure and entertainment by music, films, and lectures.

[Signed] ADA YORK, *Chairman*;
MRS ROY GOOD,
J. A. CRANSTON,
PAUL E. STEWART,
L. E. CHENOWETH,
H. JONES,
PANSY JEWETT ABBOTT.

Notes

EVERYBODY was happy. The mountain air, the beautiful Lake Tahoe, the sighs of pines, the lights of the Casino, the goodwill and good cheer made the convention worth while.

MRS. HELENE HASTINGS of the State Board of Education was an interested listener at all the sessions, and was a social favorite with many of the groups.

ALICE ROSE POWER and Alfred Esberg represented the Board of Education of San Francisco, and Mrs. Samuel H. Cohn the Sacramento Board of Education. The attendance of members of school boards should be encouraged.

THE FOLLOWING bookmen and publishers were present: Selden Smith and wife, F. A. Rice, J. O. Tuttle and wife, Ginn & Co.; Fred M. Moore, C. O. Colvin, Mr. Osborne and wife, Silver, Burdette & Co.; William Cairns Harper and wife, John C. Winston Company; Dick Laidlaw, Laidlaw Brothers; T. Morehouse, Mr. Ellsworth, Mr. Kobler, and John Beers, The Macmillan Company; Charles Beers, Rand McNally Company; L. V. Van Nostrand and wife, Milton Bradley Company; F. E. Dunton, Laurel Book Company; Mr. Harvey and wife, D. C. Heath & Co.; F. W. Corson, American Crayon Company; C. S. Jones and wife, The World Book Company; Miss Moffitt, Zaner & Co.; Harr Wagner and Miss Morris Wagner, Harr Wagner Publishing Company; Arthur Chamberlain, executive secretary C. T. A., and Vaughn MacCaughy, editor of *Sierra Educational News*; Mr. Loomis, Houghton Mifflin Company; Mr. Baker and Mr. Bevins of Charles Scribner's Sons, and Mr. Rodman of Sanborn & Co.

JOSEPH MARR GWINN made the wittiest remark at the convention. In speaking of the "Study of the Curricula," Gwinn declared that he had received the galley proofs and had studied them until he "felt like a galley slave."

MARY F. MOONEY, director of school texts, San Francisco, and a member of the State Educational Council, was an interested attendant at many of the meetings.

DEAN HALL of the department of education, University of Nevada, attended the convention, showed Mr. and Mrs. Gwinn the sights and scenes of Reno, the University, and the High Sierra.

C. L. GEER developed the reputation of a great naturalist. His fondness for chipmunks, and the friendliness of chipmunks for him, has not detracted from his reputation of giving Coalinga a fine school administration.

F. N. SMITH of *Pathé News* gave the convention the first public view of "Adventures in Alaska," and Doctor F. W. Roman favored the convention with several talks on "The World and the Responsible Ones."

THE RURAL SUPERVISORS held a series of interesting sessions. Ethel Saxon Ward of Shasta County is the efficient president. Their attendance at the Superintendents' convention helped make the meeting more interesting, and sounds a new note in educational progress.

J. W. GASTRICH, Superintendent of Compton grammar schools, has a system that now includes eight schools, eighty-two teachers, and an enrollment of 2100 pupils. One new 5-room building, the Compton Avenue School, was added this year at a cost of \$36,000. This is the first part of a 12-room unit. Compton's new course of study went into effect this fall.

RURAL SUPERVISORS MEET

THE RURAL SUPERVISORS of California schools met in session at Lake Tahoe in conjunction with the Superintendents' convention, October 4 to 8, 1926. The meeting was called to order by the president, Mrs. Ethel Ward of Shasta County. The following Supervisors from all parts of the state were present:

Mrs. Ethel Ward, Shasta; Mrs. Esther Kavanaugh, Mrs. L. Tyler, Imperial; Walter Baneroff, Modoc; Mr. T. C. McDaniels, Monterey; Mrs. Eddie R. Long, Tehama; Mrs. Crystal Brown, Stanislaus; Mrs. Stella Culp, Kings; Miss N. Peirce, Napa; Miss E. Rothlin, Lassen; Mrs. G. Vasche, Merced; Mrs. Thomas, Merced; Miss Ruth West, San Diego; Jack Byfield, Kern; Herbert Healey, Kern; Eva D. Edwards, Beulah Hartman, San Bernardino; John G. Emel, San Diego; Mrs. Morhead, Stanislaus; Miss Esta Aulman, Tulare; Mrs. L. Eyraud, Kern; Miss Lotta Harris, Kern; Mrs. Dexter, Stanislaus; Mrs. Alice Martin, Alameda; Miss Jane Ward, Alameda; Mr. D. F. Tuttle, Fresno; Mr. Melvin Neel, Los Angeles; Miss Helen Heffernan, State Supervisor.

Miss Helen Heffernan, State Commissioner of Elementary Education, was the first speaker. She asked for a reorganization of the association and submitted the following plan, which was discussed and adopted:

- (1) Development of Subsidiary Organization.
- (2) Establishment of a Department of Research.
- (3) Appointment of Standing Committees handling Publicity, Legislation, and Membership.
- (4) An "Exchange Bulletin."

Chairmen were appointed for the different sections for organization at their C. T. A. sessions. Those appointed were: Melvin Neel, Southern Section; Jack Byfield, San Joaquin Valley; Mr. T. C. McDaniels, Bay Section; Mrs. Ethel Ward, Northern Section.

Mr. Jack Byfield of Kern County was appointed chairman of committee to revise constitution, and include reorganization. Other committees appointed were on resolutions and nomination of officers.

PROGRAM OF THE CONVENTION

MONDAY, OCTOBER 4

Morning session, 10 a. m.

Meet with the Superintendents' convention.

MONDAY, OCTOBER 4

Afternoon session, 2 p. m., Casino Enclosed Porch

Introduction of Rural Supervisors.

"How to Improve Our Organization," Miss Helen Heffernan, Commissioner of Elementary Schools.

"Coöperation Among Rural Supervisors," Miss Beulah Hartman, Rural Supervisor, San Bernardino County.

"Status of Rural Supervision in the United States," Melvin Neel, Rural Supervisor, Los Angeles County.

TUESDAY, OCTOBER 5

Morning session, 9:30 a. m.

Meet with Superintendents' convention, County Superintendents' Section.

TUESDAY, OCTOBER 5

Afternoon session, 2 p. m.

"Problems in Primary Education," Mrs. Alice Orne Martin, Deputy Superintendent, Alameda County.

Address, Will C. Wood, Superintendent of Public Instruction.

"Public Health and the Rural Supervisor," Miss Mary E. Davis, with State Board of Health, Bureau of Child Hygiene.

"A County Health Program," Miss Emily Rothlin, Rural Supervisor, Lassen County.

WEDNESDAY, OCTOBER 6

Morning and Afternoon

Visiting Day.

THURSDAY, OCTOBER 7

Morning session, 9:30 a. m.

"Art Work in Rural Schools and Its Possibilities" (art display from Kern County), Mrs. Lennice Eyraud, Art Supervisor, Kern County.

"Language in Elementary Schools," Miss Esta Aulman, Rural Supervisor, Tulare County; discussion.

"Programs and Time Allotments," Miss Eva D. Edwards, Rural Supervisor, San Bernardino County.

"The Rural Child and His Physical Education Program," Miss Winifred Van Hagen, State Supervisor Physical Education.

THURSDAY, OCTOBER 7

Afternoon session, 2 p. m.

"A County Testing Program," Miss M. L. Richmond, County Superintendent, Kings County.

Election of officers.

Report of committees.

In addition to this program, Mrs. R. L. Cardiff, representing the State Parent Teacher Association, gave a most excellent talk on her work in the rural schools.

As an outcome of the discussion following Mrs. Martin's talk, it was moved and seconded that a committee be appointed by the chair, advised by the Commission of Elementary Education, subject to suggestions offered by Supervisors Association and its members, on the study of reading in the elementary schools of the state.

Reports of the resolution committee followed.

RESOLUTIONS

We, the members of the Rural Supervisors Association of the State of California, assembled in annual session at Lake Tahoe, submit the following resolutions:

No. 1. We wish to thank the management of Tahoe Tavern for the many kindly things they have done for our comfort and pleasure, as well as the never-failing courtesy that has been shown us.

No. 2. We thank our State Superintendent of Public Instruction, Will C. Wood, for making arrangements for our meeting place here at Lake Tahoe and for making it possible to have our meetings in conjunction with the County, City, and District Superintendents of California.

No. 3. We suggest that the secretary be instructed to send in the name of the organization a vote of appreciation to the State Board of Education for the selection of Miss Helen Heffernan as Commissioner of Elementary Schools of the State of California.

No. 4. We extend to our president, Mrs. Ethel Ward, our appreciation for her work in preparing the excellent program for our state convention.

No. 5. We believe that the best way to meet criticism of rural supervision is to furnish more supervision.

No. 6. We wish to express to Mrs. Lennice C. Eyraud, Art Supervisor of Kern County, our hearty appreciation of the time and effort she had expended in bringing to us this most excellent art exhibit, together with the plans of work which she has most generously distributed among us.

No. 7. *Resolved*, That in the death of Mamie B. Lang, Commissioner of Elementary Education, we have lost an inspiring educational leader and friend.

Be It Further Resolved, That the Rural Supervisors Association of the State of California, now assembled in annual session at Lake Tahoe, send to the members of her family a copy of this resolution as an expression of our appreciation and sympathy.

[Signed] EVA D. EDWARDS, *Chairman*;
ESTA AULMAN,
EDDIE R. LONG,
DAVID F. TUTTLE,
JOHN G. EMEL.

The foregoing is respectfully submitted by:

BEULAH HARTMAN, *San Bernardino*;
D. F. TUTTLE, *Fresno*;
EVA D. EDWARDS, *San Bernardino*.

FOR THE first time in their history the high schools and grammar schools of Tulare County displayed an educational exhibit at the last Tulare County Fair, held in Tulare. S. J. Brainerd, Superintendent of the Tulare schools, was in charge of the exhibit. Miss Esta Aulman, rural supervisor of Tulare County, and Miss Katherine Hamm of the County Superintendent's office, attended to the display of the rural school section. The exhibit created a lot of interest. Judges of the educational entries were Miss M. L. Richmond, Superintendent of Kings County; Clarence W. Edwards, Superintendent of Fresno County, and Mrs. Lennice Eyraud, art supervisor of Kern County.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE OUTSTANDING work that Miss Jane Ward, rural supervisor of schools of Stanislaus County, has done in educational tests and measurements in that county under the superintendency of E. E. Elmore during the last five years has caused her to be called to a larger position in Alameda County under Superintendent David Martin. In Alameda County Miss Ward will work along the same lines she has followed in Stanislaus County. She will have charge of the field work of a testing and measurement program jointly fostered by Mr. Martin, Superintendent of Alameda County, and the education department of the University of California.

Miss Ward is a teacher of rare force and ability. She started her school work in Stanislaus County, and then for many years was a prominent teacher in the Alameda city schools. Five years ago she accepted a rural superintendency under Mr. Elmore, and there worked out her rural school testing program that has caused such favorable comment.

C. F. PERROTT, principal of the Ceres High School, has a combined auditorium and gymnasium building program on at the present time. The auditorium will seat twelve hundred and will have a 50x80 playing court. Twenty-five thousand dollars is being spent this year out of current funds, and \$15,000 will be spent next year on the structure out of that year's tax levy. This is Mr. Perrott's second year in California and at Ceres. Mr. Perrott is from Iowa, holds a master's degree from Columbia, and has had several years' experience as an educator in the middle states, three and one-half years of which were in Arkansas. Ceres High School is growing in size. Over two hundred students are now enrolled. The faculty is well balanced, there being six men and six women. This is the second year that the same faculty has been together. Ceres, though one of the smallest schools in the division, last year won the northern section C. I. F. baseball championship.

C. S. TORVEND has been elected District Superintendent of the Patterson grammar schools. Mr. Torvend is a school man of eighteen years' experience. The last two years he was Superintendent of Schools at Canton, S. D. Previous to that, for several years he was Superintendent of Steele, N. D., schools. He holds the degree of M.A. in Education from the University of North Dakota. Patterson has two schools, sixteen teachers, and a school enrollment of nearly five hundred pupils. This year six busses are in the school transportation system. This is Mr. Torvend's first school experience in California.

THE TURLOCK city grammar schools, over whom Miss Della B. Heisser is District Superintendent, won all the elementary school prizes at the Stanislaus County Fair, September 13 to 18. The prizes consisted of a silver cup for the best general exhibit, first prize in art, first prize in jellies and preserves, first prize in mechanical arts, first prize in arts and crafts, and first prize in woodwork. In the Turlock schools Miss Winifred Menzies is supervisor of art, Miss Julia Johnson is supervisor of domestic arts, and L. L. Miller has charge of woodwork.

MRS. CRYSTAL BROWN has been appointed to the rural superintendency in Stanislaus County made vacant by the accepting of an Alameda County position by Miss Jane Ward. Mrs. Brown is a graduate of San Jose Normal, and for several years has been a successful teacher in the Turlock grammar schools under Miss Della B. Heisser, District Superintendent. Mrs. Brown has done considerable summer session work at various universities and has been preparing herself for supervisory work. She recently received her state credential in supervision.

THE HUGHSON grammar schools, under District Superintendent A. D. Schneider, have an enrollment of around four hun-

dred pupils. This school term an excellent domestic science department has been added in the new building erected last year. This domestic science department is electrically equipped throughout with electric stoves, heaters, and appliances. The problem method of teaching is featured by Mr. Schneider and his teachers in the Hughson grammar schools.

S. R. FRITZ, District Superintendent of the Garden Grove schools, has an enrollment of over six hundred children and a faculty of twenty-three teachers. Miss Whitlock of the University of California Southern Branch is to give a course in tests and measurements in Garden Grove this fall. It is of interest to know that the school board will pay half the tuition of any Garden Grove teacher taking the course. The entire Garden Grove faculty has enrolled.

J. W. BIXBY, for many years District Superintendent of the Patterson grammar schools and a member of the Stanislaus County Board of Education, has accepted a position out of the Sacramento office of C. F. Weber & Co. of San Francisco. An abundance of success is wished Mr. Bixby in his new undertaking.

R. P. MITCHELL, Superintendent of Orange County schools, has appointed Miss Irene A. Loose as supervisor of music for the Orange County schools. This is the first time Orange County has had a music supervisor. Miss Loose has been in charge of music at Huntington Beach.

E. P. HALLEY, principal of the Patterson High School, has been appointed to the Stanislaus County Board of Education. He replaces J. W. Bixby. Mr. Halley has evolved a system of school citizenship control that works. The orderliness of his school and students is exceptional.

STANISLAUS COUNTY will vote in the November election upon an \$800,000 bond issue for a new courthouse. The plans of the new courthouse provide for larger and better arranged quarters for E. E. Elmore, Superintendent of Stanislaus County schools.

MRS. F. L. MORRIS, principal of the elementary P Street school in Newman, has an enrollment of 220 children this fall. The addition of another teacher has permitted Mrs. Morris to do considerable supervision work this year.

GEORGE C. SHERWOOD, Superintendent of Orange grammar schools, has organized an annual report that has many new features, is exhaustive, and is a model form for cities of less than five thousand population.

MISS BESSIE O. BROWN, for the last four years in the Departmental School at Redondo Beach, in charge of art and geography, has been appointed District Superintendent of the East Whittier schools.

E. G. THOMPSON, for several years principal of the Sanger High School, has for the last two years been teaching American history and government in the Huntington Park Union High School.

C. C. CARPENTER, District Superintendent of Azusa grammar schools, attended the summer session of the Fresno State Teachers College at Huntington Lake this summer.

J. C. HAINES has been elected principal of the Azusa Intermediate School. Last year Mr. Haines was principal of the Washington School, Dinuba.

CORONADO grammar schools, under Superintendent Fred A. Boyer, commenced another successful year with increased enrollment.

GIANT FOREST BRANCH LIBRARY

MISS GRETCHEN FLOWER of Visalia, Tulare County free librarian, this last summer has been giving library service in the Sequoia National Park. The Giant Forest Branch Library, at an elevation of over seven thousand feet, is perhaps the highest spot in the world where books have been circulated to the general public. The library is reached over the new General's Highway that has just been completed, and is fifty-two miles distant from the floor of the San Joaquin Valley at Visalia.



This is the first year that the Giant Forest Branch has had a building of its own. It was erected for the Tulare County Free Library by the park administration. The library was one of the most popular centers in the park this last summer during its season from June 15 to September 1. People from all over the United States availed themselves of the privilege of borrowing books. No deposit was required; the people were simply asked to register their home addresses. During the entire summer only one book was lost, and that was paid for. Books circulated freely from camp to camp. Literature on the Sierra Nevadas, animals, birds, and trees were in demand. A supply of best fictions and juveniles was furnished.

A FINANCIAL problem of some difficulty confronts William John Cooper, former City Superintendent of Schools of Fresno, who has just been elected City Superintendent of San Diego schools. San Diego, at present, is one of the most rapidly growing cities in California. Mr. Cooper, at San Diego, finds himself in a city of over 140,000 people, with a school population this year of 20,728, an increase of 2667 over last spring. One senior high school, two senior and junior high schools combined, three junior high schools, and thirty-two grammar schools are in the San Diego system. Nine hundred teachers are employed.

The necessity of building more rooms than anticipated in recent years, and the inadequacy of the tax levy to keep up with the single salary schedule in force in San Diego, have been two of the contributing factors to the present financial stringency. A bond issue for new buildings is an immediate possibility.

Mr. Cooper has had considerable experience with the financial side of school administration. During his administration at Fresno he worked out the same problem. At Fresno Mr. Cooper had a record of five years and two months with never a divided vote on his city Board of Education.

Mr. Cooper has organized four principals' and supervisors' organizations for the San Diego system, which meet at stated intervals with him. Of the principals' and supervisors' conference, Mrs. Adele Outcalt is chairman and Jay D. Conner is secretary; of secondary principals' conference, John Aseltine is chairman and Pete Ross is secretary; of elementary principals' conference, A. H. Riddell is chairman and Miss Ruth MacLenathan is secretary; of supervisors' conference, the

chairman is Miss Emma Baldwin and Carroll De Wilton Scott is secretary.

THE NEW unit of the Modesto Junior College is to be occupied in October. The registration of the Modesto College is 333, an increase of 66 over last year. The Exchange Club of Modesto will finance the landscaping of the plot of ground between the two present completed units, which is an expanse of several acres. This plot will be so arranged that it will be suitable for outdoor pageants. Howard Gilkey, Oakland landscape architect, has been retained to supervise the work. C. S. Morris, dean of the Modesto Junior College, is developing a strong institution.

THE LINDSAY public schools, under Superintendent J. H. Bradley, have the largest number in their history in attendance this fall. The total enrollment is over one thousand pupils, and the teaching corps numbers forty-two. The Lindsay schools are operated on the 6-2-4 plan. A night school will be organized for the first time this year. Technical subjects and current events course will be given. Out of a faculty of forty-two there were only seven new teachers this year. Twenty-four teachers have been in Lindsay three years or more.

THE VISALIA Junior College entered upon its first term with a student body of fifty. The college classes are held upon the high school campus in a building especially constructed for that purpose. I. D. Steele is dean of the college and is in charge of history. Faculty members include H. R. Benham in agriculture; Morris Jerlow, science; Miss Jennie Larkin, mathematics; Miss Alice G. Rouleau, art; Karl W. Mitchell, commercial; Miss Rosalie Borgan, languages; L. C. Hubbard and Mrs. Ethel Wallace Bryant, English.

A. D. ALLEN, District Superintendent of National City grammar schools, is confronted with an acute housing problem on account of the growth of the school population. Twelve hundred pupils are registered and double sessions are in order. The district has no outstanding school bonds, and a bond issue for new buildings is the program for the immediate future.

EMMET R. BERRY has been elected principal of the La Habra Grammar School. For the last two years Mr. Berry was in charge of the El Modeno School, Orange County. Previous to that he taught extensively in the Kern County schools.

VISALIA schools, under Superintendent De Witt Montgomery, have an increased enrollment this fall. Five hundred and forty students are registered in the high school, and the grammar school pupils number 1225.

OAKDALE grammar schools, under District Superintendent J. J. Berry, are growing. One school building has been enlarged and a teaching force of twenty-two handle 640 pupils.

BEN S. MILLIGAN, principal of the Covina High School, attended Columbia University this summer. He was enrolled in the 8-point course in administration.

THIS YEAR the Fresno city courses of study, upon which much time and effort have been spent during the last five years, are coming from the press.

C. E. TEACH, Superintendent of Bakersfield grammar schools, has 4441 pupils in his schools this fall term, an increase of 151 over last year.

THE PORTERVILLE High School, W. A. Ferguson, principal, has over seven hundred students and is the largest high school in Tulare County.

W. P. DEAN, Assistant Superintendent of Modesto city schools, is very active this year as president of the Modesto Lions Club.

NEW BURBANK SUPERINTENDENT

THE ELECTION of Leonard F. Collins as City Superintendent of the Burbank schools has added another capable man to the list of City Superintendents in California. It is a promotion well merited by a man who, for ten years, has been aiding the development of the Burbank schools.



Leonard F. Collins

Burbank is one of the delightful suburban cities that surround Los Angeles. It lies to the northwest and is adjacent to Glendale. It is a place of beautiful homes, paved streets, and reaches up to the mountains on the north and to the heart of the San Fernando Valley on the west. Forty minutes from the center of Los Angeles, it is one of the first residential cities of the South.

When Mr. Collins came to Burbank as principal of the grammar school in 1916, the enrollment of the school

was 298. The number for the same grades in 1926 totals 2300, an increase of 666 per cent in ten years. In 1916 there were three school buildings in Burbank, one good primary building, a box-shaped two-story frame grammar school, and a poorly constructed high school building. Today there is a high school plant of utmost modernity, a junior high school building, and seven well constructed and equipped elementary buildings. The high school plant was built in 1920, and in 1925, when the 6-3-3 organization was adopted by the Board of Education, the junior high school was constructed. The period of grammar school construction started in 1919 with the building of the Thomas A. Edison School. Growth of population was rapid after that date, and in succession came the erection of the Joaquin Miller, the Abraham Lincoln, the Theodore Roosevelt, the William McKinley, and George Washington elementary schools.

This period of rapid construction called for four bond issues. The people of Burbank are in favor of good schools, and the bond issues carried with majorities of from 4 to 1 to 10 to 1. No bond issue has been defeated. The bond issues ranged from \$85,000 in 1919 to \$480,000 in 1925.

Mr. Collins, from the first, has taken part in the development of his city. He is a vigorous advocate of those things that benefit his community and his schools. When a new city charter was made recently, Mr. Collins was one of those chosen by the people to help formulate the act.

In 1920 Mr. Collins received his A. B. degree from the University of Southern California. In 1923 he received his high school credential from the California State Board of Education. In 1926 he was given a master of arts degree in education from the University of California. In 1923 Mr. Collins was elected Superintendent of the Burbank elementary schools, and in 1926 he was chosen as Superintendent of both elementary and high schools. Mr. Collins is thirty-four years old.

THE TAFT grammar schools, under J. A. Joyce, City Superintendent, made a wonderful record in their exhibits at the State Fair at Sacramento September 4 to 13, and at the Kern County Fair September 13 to 18. The Taft schools captured every sweepstake in which they were eligible. Five hundred and eighty-nine dollars were distributed to the pupils in prizes.

At the State Fair the Taft school exhibit took seven sweepstakes. They won a silver cup for the best general exhibit. They took firsts in art, kindergarten, sewing, woodwork, and for the best local exhibit, which was a geological exhibit of the oil wells. At the State Fair they took seventy-five first awards

and forty-seven second awards, and in addition received two special awards for corrective work for subnormal children.

At the Kern County Fair the Taft schools captured two sweepstakes and took 125 first awards.

Mr. Joyce considers that the wonderful showing of the Taft pupils is due to the fact that each child has an opportunity to do his best work on account of the fact that for several years the children have been segregated into homogeneous groups, and each group has been developed according to its ability to advance.

GEORGE I. LINN, principal of the Manteca Union High School, organized a night school in Manteca for the first time this year. An enthusiastic number of pupils have enrolled. The night school is a continuation of the Americanization program that Mr. Linn has emphasized at Manteca. In the school proper a reorganization of class schedule has followed. In the morning hour periods are run with supervised study; in the afternoon the periods are of 45-minute duration. Advisory groups have turned into clubs. In the Manteca High School are organized nine clubs, in direct charge of some teacher. The number includes that of the freshman boys, freshman girls, athletic, advertising, arts and crafts, commercial, agriculture, library, and science. Trade classes are run in cooperation with local institutions. The school paper is published each week as a part of the local paper, the *Manteca Bulletin*, and gives the opportunity for real newspaper reporting.

THE CULVER CITY grammar schools now number three. Miss Ella Sinclair, last year principal of the Franklin School, has been made City Superintendent of Schools. The Betsy Ross School was added to the Culver City district by annexation from Venice. A new school, the Washington, was just completed for this year's work. Nearly seven hundred children are in the three schools. Departmental work is carried on in the Franklin School, and a household arts department, well equipped, has been started. Miss Sinclair and her teachers, this year, have on a posture campaign, and are emphasizing writing and everyday English for the elimination of slang. An opportunity room is held at the Franklin School.

HOWARD R. GAINES was elected principal of the Fresno High School upon the succession of Walter R. Hepner to the Fresno city superintendency. Mr. Gaines was vice principal of the same school last year. I. O. Schmaelzle was appointed vice principal of the Fresno High School. Mr. Schmaelzle is from Illinois originally, and recently from Stanford University. Harry Buckalew from the Nevada City High School was elected principal of the John Muir School, Fresno. O. W. Bardarson, vice principal of the Mount Shasta High School last year, was made principal of the Kirk School, Fresno.

MR. TANNER, District Superintendent of Artesia grammar schools, had the marvelous opportunity of taking his Scout troop of twenty-two boys on an 8000-mile automobile trip to New York and back this summer. The journey was made in a new Reo Six bus especially equipped for the trip. Stops were made at points of interest on the way. Detroit, Philadelphia, Washington, and Gettysburg were a few of the places visited. The cause of the trip was that the troop had won the bronze plaque in the efficiency contest for Division 4, and had also won the sweepstakes loving cup.

D. S. PRESNALL, District Superintendent of Bellflower schools, has started school savings in his schools this year, under the direction of the two local banks. Seven hundred children, thirty teachers, and two schools comprise the Bellflower system. The Washington School of sixth, seventh, and eighth grades is run on the departmental plan.

GEORGE I. LINN, principal of the Manteca High School, has been elected president of the Central California Public Speaking League, and C. F. Perrott, principal of the Ceres High School, was elected secretary-treasurer.



Walter Ray Hepner

WALTER RAY HEPNER, newly elected City Superintendent of Schools of Fresno, will be actively engaged these next two years in a building program, money for which was voted in a bond election last spring. Mr. Hepner and the architects associated on the Fresno school building program are working out something radically new in school architecture, which will probably revolutionize school construction in concrete.

SCHOOL CHIEF INDORSES SHORT LINE AMENDMENT

STATE, county, and city officials are backing the Short Line Amendment, No. 7, according to Thomas P. Brown, secretary of the California short line railroads. He has just received a letter of indorsement from Will C. Wood, State Superintendent of Public Instruction. Wood says in part: "I have been in favor of the amendment as a matter of justice to the short line companies. In the light of the information in your bulletin I am stronger for it than ever. California cannot afford to be unjust to any individual or corporation. I hope that the amendment carries by an overwhelming vote."

Under the present tax provisions of the state constitution, small steam railroads are now compelled to pay the same state tax rate as main line or transcontinental railroads, whereas this amendment places the short line steam railroads in a distinct class and, subject to change by the Legislature, modifies their tax rate to that which the electric railroads now pay.

A NEW high school plant is being considered in Pittsburg, Cal. A site has been tentatively selected, and the proposed bond issue will amount to \$225,000. Fred S. Ramsdell is District Superintendent of Schools.

WILL CONTINUE EDUCATIONAL WORK

MRS. J. T. CARNAHAN, who before her marriage on September 18 was Mrs. June M. Schley, will continue her work as principal of the Emerson School, Bakersfield, Cal.

Mrs. Carnahan and the Emerson School are known throughout California for the student-body government plan which is in successful operation. The plan has been in effect for several years, and is now being studied by various educators. An article on the student-body methods was published in a recent issue of the *Sierra Educational News*.

Another feature of the Emerson School, which is composed of the upper elementary grades only, is the school newspaper which is issued by the pupils.

The increase in attendance has been so great that it has been necessary to increase both the building accommodations and the faculty. Two members have been recently added to the staff.

Mrs. Carnahan has been studying at the San Jose State Teachers College for the past three years, and she has many plans for the advancement of the school. The teaching staff of the Emerson School is exceptionally good, according to the principal, and all are interested in the progressive lines that are established.

NORTH COAST COMMERCIAL TEACHERS MEET

THE NORTH COAST Section of the California Commercial Teachers Association met in Ukiah on September 28, elected officers for the ensuing year, and discussed matters of interest to commercial teachers. In the absence of President Helen Reveal, Irvin Davies of Arcata presided. The following officers were elected:

President, Irvin Davies, Arcata Union High School, Arcata, Cal.; vice president, Nathaniel Sanders, head of commercial department, Eureka High School, Eureka, Cal.; secretary and treasurer, Mrs. E. M. Clarke, Fortuna Union High School, Fortuna, Cal.; representative to the executive council, G. J. Badura, head of commercial department, Fortuna Union High School, Fortuna, Cal.

SONOMA COUNTY TEACHERS FOLLOW NEW PROGRAM

BIMONTHLY group meetings of Sonoma County elementary teachers interested in advancing and coördinating the work of the social studies are being held in eight convenient centers by Miss E. M. Richards, supervisor of social subjects in the County Superintendent's office.

Aims of the program for the fall term are as follows:

Directed study through definite, well-prepared assignments.

Objective evidence of pupil accomplishment.

Study of individual differences.

Combining pupil interest with pupil responsibility.

Functioning geography, reading, language literature with history.

MRS. H. E. ROBERTS of Ferndale, Humboldt County, and a member of the Humboldt County Board of Education, was elected secretary of the Grand Parlor of the Native Daughters of the Golden West this last summer.

COMPREHENSION of the correct meaning of every sentence and paragraph.

ORGANIZATION and evaluation of ideas to fit a given purpose.

REMEMBRANCE of important facts read in proper form and order.

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(Continued from September issue)

LEARNING AND LIVING AT MOUNT SHASTA

By ALICE ANDERSON,

Librarian Chico State Teachers College

THERE ARE innumerable aimless hikes and horseback rides, or jaunts by any means of locomotion, that one may take in an afternoon when attending the Mount Shasta Summer School; but favorite trips are to Shasta Springs, only six miles by state highway, McCloud Lumber Mills, Weed Box Factory, and Klamath River—for a bit of hunting or fishing, or just some scenic driving. Sometimes there is a chance to ride on a jerky little logging train, and that is a new experience to most of the campers.

One afternoon trip that no one should miss is to Scott's Valley, a prosperous farming section to be reached only by a rough, one-way road. Although Scott's Valley is one of the oldest farming communities in Northern California, it has remained constantly a game refuge, and so fearless are the wild creatures that at a certain spring, any evening at dusk, one may watch a hundred deer come down to drink.

Just now there is a new feature of geologic interest close at hand. The summer of 1924 was so hot and dry that a part of the McCloud glacier on the southern face of Mount Shasta melted and slipped, gashing out a tremendous chasm on the mountain and sending torrents of gray, volcanic mud down across the slopes to the McCloud River, uprooting giant pines, laying waste a tract of forest reserve about fifteen miles long by one and a half wide, and roiling the streams to their outlet in San Francisco Bay. This waste area is now a deep bed of silt with several mud channels still coursing swiftly through it. Walking on this silt, some one said, is like stepping on a crackly cake frosting; but being caught in the cataclysm, as some vehicles were, was like nothing imaginably pleasant. It was hazardous rescue work, partially diverting the floods and mending again and again the McCloud water mains.

Saturdays are comparatively quiet days in camp. There are several small lakes within a mile, where swimming and boating may be enjoyed, but numbers of students and faculty choose to go off for a full day's trip.

Those who ride horseback are sure to spend one Saturday climbing to Castle Lake, a small, snow-edged basin of water, fed by warm springs, to be found at the top of a mountain that is magnificently sculptured with the famous Castle Crags. For those who do not ride, there is still a rare view of the crags. If visitors can secure the services of "Shorty White," a man of the mountains who knows and loves his peaks and trees and wild flowers, he will introduce them to a long and difficult road of his own. Winding to and fro along the canyon wall on the opposite side to a height of six thousand feet, Castle Crags may be seen far below. And there are more crags farther up—black crags—but they are known only to the initiates of "Shorty's Drive." His return trip is scheduled for moonlight, so that winding slowly back down the canyon, now and again just a glimpse is caught of the white crags, now castle crags indeed.

The best one-day treat of all is a fifty-six mile drive, past the McCloud mud flow, north-east to the Medicine Lake country. For miles of the approach the soil is a thin white pumice, with outcroppings at intervals of black

obsidian. Here all the pines are bent and dwarfed, and if one chances to see it first by twilight, the effect is of an unearthliness inexplicable. But by day, one finally discovers a small pumice volcano, not far off the road, a white mountain with a rust-red lining to its crater and red spewings over its outer rim. The next moment Glass Mountain comes in sight. This is a craggy ridge of jagged obsidian, its millions of facets glistening in the sunlight. So engrossing are Pumice and Glass Mountain that one forgets, a little, that this is the Medicine Lake trip until suddenly, rounding a turn in the forest, there it lies—a very charming two round miles or so of sky-blue water, edged with grassy mead where grow early spring flowers in midsummer.

If opportunity affords, a two-day trip over logging roads to the Pit River hydro-electric projects of the Pacific Gas and Electric Company may be organized. This can, of course, be of great educational value, but it is also magnificently scenic.

There remains for mention the grandest trip of all. If the calendar is obliging, there is a three-day interval at fire-cracker time. Now, fire-crackers are not permitted in camp, so the best way to spend these three days is in auto travel via Ashland and Medford to Crater Lake, returning via Klamath Falls and Klamath Lakes, or vice versa. Every inch of the journey is gorgeous, and Crater Lake itself is a gem of matchless beauty. If one has already seen Crater Lake, then the three days may be well spent viewing the Oregon Crystal Caves, which are indeed a geologic wonder. Color lovers, however, prefer to see Crater Lake again and again, as often as they can afford, and after that to forsake discretion and do it once more.

It would be absurd to omit from any list of attractions the Mount Shasta State Fish Hatchery, which is located very close to the school camp. The grounds are beautiful, indeed, with ponds and plantings, but the hatching and feeding troughs inside the buildings, with their inconceivable mass of fish life, are the points of arresting interest. As a fish car stands near the gate of Mount Shasta Summer School much of the time, there is ample opportunity to observe the technique of live fish transportation.

Aside from voluntary excursions, there are two types of field trips conducted. As Mount Shasta is a supposedly extinct volcano, the whole region thereabouts holds great geologic interest. Professor C. K. Studley is both informing and entertaining when he takes groups to visit the ice caves, or conducts his pupils to various points of vantage for study of the coulées, glaciers, and craters, the volcanic bombs, and the little flats dotted with strange, small hills that must once have been a bubbling brown mass like a pan of boiling fudge.

Botany is the other prize subject at Mount Shasta Summer School. Mount Eddy, within tramping distance, is exceptionally prolific of botanical specimens, and the school is usually fortunate in having Doctor A. A. Heller, the leading authority on the flora of that region, to conduct the class work and the hiking expeditions.

For the physical supermen and women, there is one more great opportunity. Each year Doctor E. L. Cole organizes one or more groups for the ascent of Mount Shasta. The party invariably leaves camp at noon some Friday and as surely comes straggling in the next evening, but such a statement is neither the beginning nor the end of the matter. Those who go must train for it. After a

physician's certificate is secured, early in the season, a daily climb of Spring Hill, just across the highway from camp, is prescribed. The avid ones run up to the top two or three times in twenty-four hours, while many a candidate drops out after a first essay. By the time that a little group has grown rather bumptious over easy conquest of Spring Hill, a climb of Mount Eddy, nine thousand feet, is undertaken. Some weaken and fall by a very safe wayside. Then Doctor Cole picks his party of stronghearts for the real stunt of the season. Any ascent of Mount Shasta is a long story in itself, but this story is ever new in camp and draws a good audience for the rest of the year.

Of course there are always a good many people in camp who have the idea of resting outside of study hours, and they can find peace and solitude to their hearts' content, but life need not be dull for them in the margin of their time. There are two athletic fields in the grounds, and after a little formal work, camp breaks out with an epidemic of challenges to athletic contests. These take place during the after-supper recreation hour. They are usually conducted in the spirit of revelry rather than rivalry, and there is much semi-organized fun on the side lines. On Sunday mornings there is usually a simple service in the lodge, and after supper a "sing." Traditions are rapidly settling about certain happily remembered occasions, yet with changing personnel of camp and conditions, new experiments are still rife and each season is a law unto itself.

From the bustling first days, when miracles of construction and adaptation transpire before one's eyes, until the day after regular cap-and-gown graduation in the lodge, there has been a life in common of strange reality and even stranger illusion. Friends have known each other at bedrock and the thrall of simplicity has withdrawn them from customary existence. When two trains have taken away a goodly population, and when auto after auto has rolled out, packed to the guards, and a few camp followers remain to store safely away every bit of equipment and to sleep once more among the ghostly tent frames, there are few hearts that do not miss a beat at the thought that summer school is over, and as few that do not leap to the prospect of next year at Mount Shasta.

"How Music Travels by Radio" is one of the articles appearing in the publication, *Music and Youth*, which is published monthly in Boston, Mass., 16 Arlington Street. This magazine has material of value to music instructors and those musically inclined. The material is exceptionally interesting to children, as it is treated from their viewpoint. It is claimed that this is the first music magazine published for young folk in this country. Robert Evans is editor.

YUBA CITY Union High School soon will have a new gymnasium. The architect is now preparing the plans and specifications and the building will be erected as soon as legal proceedings are disposed of. The trustees of the school will adopt the plans as soon as they are presented and approved and then advertise for bids on the building which, it is announced, will be ready before the first of the year.

THE enrollment in the Tomales Joint Union High School has reached the one hundred mark, according to A. E. Karnes, the Superintendent.

UKIAH INSTITUTE

THE SIXTH annual session of the North Coast Section of the California Teachers Association, in conjunction with joint institutes of Humboldt, Del Norte, Lake, and Mendocino counties, was held at Ukiah, September 27, 28, and 29. Mrs. Annie R. Babcock, vice principal of the Willits Grammar School, was president and ex-officio director, and Roy Good, District Superintendent of the Fort Bragg schools, was director. The program included general sessions and separate county meetings.

Honorable Will C. Wood, State Superintendent of Public Instruction, was one of the lecturers at the general session. His talk on Jedediah Smith, the first American to come overland to California, gave the teachers a rich and vivid story of early exploration. Aurelia Henry Reinhart, president of Mills College, was one of the speakers, and also Joseph Marr Gwinn, Superintendent of the San Francisco schools. Superintendent Gwinn's topic was particularly well chosen for these times. Taking it for granted that teachers believe in education as generally carried on today, he urged upon them that they should be able to put forth arguments in its defense against attack, as would any business man defend the work in which he was engaged and in which he believed.

Nicolas Ricciardi, State Commissioner of Vocational Education; Jerome O. Cross, City Superintendent of the Santa Rosa schools; Mark Keppel, Superintendent of Los Angeles County schools, and William H. Hanlon, Superintendent of Contra Costa County schools, were general session lecturers.

A splendid exhibit of books, both high school and elementary texts, was displayed, and a great deal of interest was shown by the teachers and high school principals of the four counties meeting.

Lake County teachers were called together in a special meeting for discussion and practical help with the standardized tests which they have been giving. Miss Minerva Ferguson, County Superintendent of Schools, began this work last year. She secured Doctor Virgil E. Dickson, Assistant Superintendent and Director of Research in the Berkeley schools, to direct the testing program. Doctor Dickson met with the teachers at Ukiah to discuss the results of the preceding year and

plans for this coming year. Individual help was offered to each teacher. Doctor Dickson, himself essentially a scientist, has the rare gift of translating the most difficult technicalities to the simplest terms and of imparting his own enthusiasm to the teachers with whom he works.

EASTERN LECTURER AT U. C.

ONE OF THE interesting lecturers called to California for the University sessions of the past summer is Mary M. Wentworth, an alumna of Mount Holyoke, holding her master's degree from the University of California and her doctor's degree in education from Harvard University. Doctor Wentworth lectured at the Southern Branch of the University of California summer session, giving a course in "Educational Psychology" and one on "The Growth and Development of the Child." In addition to her research work in these subjects at Harvard, she brought to enrich her lectures the fruits of much practical work done in Boston and elsewhere, in psychopathic hospitals and clinics. She is at present the head of the department of education at Mount Holyoke College.

Dr. Wentworth's courses were warmly appreciated by the classes of the summer session, and their recognition of the practical value of her lectures was indicated in the heavy enrollment for both courses. The response to the charm of her personality was even more warmly indicated by the enthusiasm of her students who "liked her so well that they always welcomed her with applause, which I regard as setting her apart in a class almost by herself," as Director Moore of the Southern Branch stated.

This was not Doctor Wentworth's first visit to California, as she was, for several years, a member of the faculty of Mills College. While Mount Holyoke claims her for most of the year, California educators will hope for other opportunities to work with Doctor Wentworth in our summer sessions.

HISTORICAL STATIC

(A Seventh-Grade Lament)

By ERNEST DEXTER

District Superintendent of Schools, Montague, Cal.
Hist'ry leaves me all askew,
John Adams following J. Q.,
William Henry Harrison
Before or aft the other one.
Daniel Webster's dictionary
Says "good" Queen Bess beheaded Mary,
Or killed her with a hemlock cup—
She must have thrown it hard! Mixed up
With such as these is Lafayette.
Who, with the Incas, made a bet
That all the gold mines of Peru
Aren't half so good as ours. "Come through!"
He said. They came. The bin was filled,
When Lafe produced a dirk and killed
The Inca chief. His dying word
Was, "Et tu, Bruté?" I have heard
That later this same buccaneer
Was made a knight! I overhear
The ninth-grade class recite and all
That stuff 'bout Caesar raiding Gaul
Gets mixed with early pioneers
And fourth crusades and English peers
And Lackland John at Runnymede
And every great and noble deed
From Utrecht (who demanded peace
In council held with someone's niece)
To modern days, when happenings go
By extras or by radio,
And static is the only thing
Li'ble to mix it up. I bring
This closing line to end my rime:
Static's the oldest thing in time.

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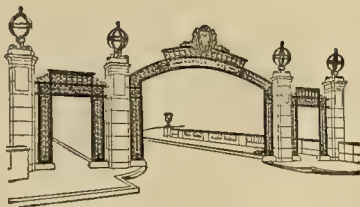
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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

VOCATIONAL CLASSES of the Stockton High School are working on an extension of five new classrooms. Carpenter classes are doing the carpenter work; mill classes will furnish the rooms with desks and tables, and the pre-vocational classes in electricity will do the electric wiring. The work in which there are no classes in high school is being done by outside contracts. J. A. Smith is head of the vocational carpentry classes.

THE SIXTH annual American Education Week will be observed in the United States November 7 to 19. The week is being sponsored this year by the American Legion, National Education Association, American Bar Association, and the Daughters of the American Revolution. Each day of the week has special significance and will have special observance.

APPRECIATION of the efforts of various educators, including James Ferguson, Charles Camper, and the president of the Chico State Teachers College, President Osenbaum, was expressed in the resolutions of the joint institute, high school section, of the counties of Butte, Lassen, Tehama, Plumas, Shasta,

Sutter, Yuba, and the city of Chico, held in Chico September 13-17. Those on the resolution committee included the chairman, Robert R. Hartzell, C. T. Work, and G. W. Blount.

A COURSE of study complete in two volumes has been issued in Compton, where J. W. Gastrich is Superintendent. Each subject taught in the grades is presented, together with texts and suggestions that bear the stamp of the most modern methods used in education. The courses are clear and concise and are not overburdened with suggestions which might curb the originality of the teachers.

GEORGE C. BUSH, City Superintendent of Schools in South Pasadena, attended Columbia University during summer vacation. His work was largely in the department of school administration, and he also studied the junior high school movement. Regarding the latter, Mr. Bush stated: "Doctor Thomas Briggs has established a clearing-house covering junior high school work. In the library and workroom one can find courses of study and plans of buildings from hundreds of places. I do not know of any other place where one can learn as much about the junior high school movement, in a short time, as in this department at Columbia." Mr. Bush also attended a class in foundations of method given by Doctor William Kilpatrick.

ARTHUR WALTER, Superintendent of the Salinas schools, gave two courses this last summer at the Santa Barbara State Teachers College. "The Principal and His School" and "Principles of the Junior High School" were the subjects of his courses. Mr. Walter is a graduate of the Indiana State Teachers College and received his B. A. and M. A. from Stanford University. He has had wide experience both as teacher and administrator.

The town of Salinas has been developing rapidly the last two years. Mr. Walter, in planning for the opening of schools, consulted with the most optimistic real estate people of the city. Their figures indicated a 5 per cent increase in the school enrollment for the coming year and they were exceedingly astonished when Mr. Walter reported at the opening of schools a 25 per cent increase.

Truck gardening and field lettuce are replacing the sugar beet acreage around Salinas. Homes are building rapidly in the town and a desirable class of people is coming in. The Morse Seed Gardens, formerly located at Redwood City, have been moved to Salinas.

Unexpected, rapid growth in an old city presents a difficult situation to a Superintendent of Schools and requires very able administration, which is the kind Mr. Walter is giving to Salinas.

SUPERINTENDENT HARRY BESSAC of San Joaquin County signed 2500 library diplomas at the close of school. These diplomas were given to children who had read ten books approved by the teacher and librarian. Simple book reviews were called for in the composition work throughout the county. Very eager interest was shown among the children in both the books and the reviews.

Mr. Bessac picked up a little Italian boy on the way into Stockton one morning. He had a library book under his arm. During the drive into town the little fellow told all about his book—what he liked and what he did not like about it. The boy's interest was delightful and Mr. Bessac pronounced the impromptu review the most naïve and interesting of the year.

World's Shorthand Championship Again Won by a Writer of Gregg Shorthand

Martin J. Dupraw again won the World's Shorthand Championship for speed and accuracy at Philadelphia on August 16.



To win the championship, Mr. Dupraw took three five-minute dictations at speeds of 220, 260, and 280 words a minute—20 words a minute faster than in previous contests—and transcribed on the typewriter the entire 3800 words with but 8 errors. This gave Mr. Dupraw an accuracy rating of 99.789%—an accuracy record never before attained in the championship contests even on the lower speeds.

Best Amateur Standing

Miss Margaret E. Walter, a student of the St. Paul Park, Minnesota, High School and Gregg School, Chicago, won the Amateur Event with but 5 errors on a solid literary matter test of 750 words dictated at 150 words a minute.

Three Gregg Champions

Since 1921 the World's Championship Trophy has been won five times by Gregg writers: In 1921 by Albert Schneider; in 1923 and 1924 by Charles Lee Swem; and in 1925 and 1926 by Martin J. Dupraw.

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LIBRARY NEWS

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

County Library Exhibits at County Fairs

OF RECENT years libraries have joined the list of exhibitors at the State Fair and the county fairs. Each year finds new ideas expressed in unique ways to attract and hold some portion of the ceaseless procession of sightseers. These clever ideas are worthy of being passed on to others.

Kern County had a beautiful exhibit in a space sixteen by sixteen feet. The idea of the library as "The Gateway to Knowledge" was used. The three walls were made of Pacific board. The front had an archway in the center with a gate and a fence of white pickets on each side. The county library sign was over the keystone. Around the arch was painted the inscription, "The Gateway to Knowledge." A huge fern was placed on each of the corner columns. English ivy and roses were twined through the fence and over the archway. The floor was covered with brown burlap and a large rug. The space was lighted by a 300-watt lamp and a globe to soften the glare. On the rear wall facing the entrance was the Kern County Library map showing the distributing points of the county library. A most interesting exhibit of books, magazines, pictures, and posters proved a great attraction.

Stanislaus County Library had a spick and span new idea. A little house four by eight feet with a high-pitched roof rising about fourteen feet from the ground, with outside walls gayly plastered with bright paper book jackets and the roof shingled with discarded book covers, greeted the fair visitors as they entered the grounds. It was set off by a lawn with bright flowers and sawdust enclosed with a green fence. Through a window in each wall could be seen the display of books and other library material arranged on a floor a little below the level of the eyes.

At one window there were books for everybody bearing such legends as "Rare Old Books," "Farm Books," "Business Books," "Have You a Hobby?" while through another window one viewed the posters, "Read With a Purpose," "Ask the Librarian," surrounded by the handbooks and suggested reading for this interesting series. Another window was devoted to books "For Parents," "For Teachers," and "For Children." Here, too, was shown a county map with branches marked. An exhibit from the California State Library of books for the blind occupied another side of the house.

The familiar county library sign identified the building. There was no door in the house, and the mystery of how the books were put into it was a matter of much speculation by the people who constantly surrounded it.

Orange County held its first fair staged on the permanent grounds situated adjacent to the state highway between Santa Ana and Anaheim. The county library was assigned a booth in the main tent with other community displays. The space allotted was fifteen by twenty feet, with back wall eight feet high. Side walls were permitted to a height of only four and one-half feet. A shelf one foot wide for books was built around all three sides three feet from the ground. Gray building paper was chosen to line the whole booth. The center of the back wall was given to a large reproduction of the California county library

sign four by six feet in size. The Orange County Library map, Gaylord posters, and framed copies of "Mother Goose Panorama" and Paul Paine "Map of Adventures and Map of Our History" adorned the side walls.

In harmony with the idea of the sesquicentennial celebration each exhibitor was asked by the management to introduce something commemorative of Colonial times. The central attractions of the library exhibit was the long table across the center front of the booth with a miniature log cabin on one end and a little living-room of a modern home on the other. For each house three sides were built, leaving the front open. The old-time home was furnished with high settle, spinning wheel, babe in cradle, and tiny iron kettle for the crane in the stone fireplace. In the modern home the miniature radio and floorlamp received first notice.

The log cabin was surrounded by a forest of evergreen twigs in the shadows of which a brown bear lurked to the delight of observant small boys. The new home was vine covered, set about by shrubs in orderly rows, and completed by a farmyard of small toy animals and chickens.

Very few children passed without stopping to exclaim over the "little bits of houses." The attention of parents was thus attracted and they looked beyond to the books and posters, sometimes stopping for special inquiries and to collect copies of all the booklists ready for distribution.

San Diego County featured a model rural home with attractive house and garden, farm buildings, and animals. A miniature county library sign on the gate indicated that the rural home contained a branch of the county library. The booth was attractively decorated and a fine display of books was exhibited.

Trinity County visualized its county library service in a unique way. A large golden star on a county library map on the rear wall marked the headquarters of the county library at Weaverville and drew attention to a table below with small paper dwelling houses and schoolhouses, each having a county library sign and flag. Each house represented a branch of the county library and occupied the same position on the table that the branch did on the map. The names of the branch and the custodian were on each community branch, and the names of the school branch and teacher were on each schoolhouse. Colored strings connected headquarters with each tiny house.

Miss Elizabeth R. Topping, County Librarian of Ventura County, is chairman of the educational department of the Ventura County Fair. Many of the schools send exhibits, and cash premiums are offered by the fair for nine different types of school work.

The county library exhibit this year stressed nonfiction books and material which is available for teachers and schools.

The central purpose of the Tehama County Library exhibit was to acquaint the public with the meaning of the county library sign. The sign hung suspended from the center of the booth. Orange-colored paper chains connected the sign with printed posters, such as "This sign links you with education," "This sign links school and library," "This sign links you with the right book," "Your county library is your best friend."



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The sign was also connected by a chain with the map of Tehama County and with a map of the state showing the forty-six county libraries. Attached to the county library sign were the words "Links you with the whole state." Little memorandum books with the orange-colored county library sign on the cover, and inscribed "Visit your branch library for books on all subjects" were given to ones who visited the exhibit.

The public and county libraries of San Joaquin County used their outdoor book-cases for displaying books at their county fair. The cases were conspicuously placed at each of the main entrances. Large electric reflectors located in the trees surrounding the miniature book houses attracted the attention of the visitors.

"Do It With Books" was the slogan adopted by the Tulare County Library for its exhibit at the county fair. The purpose of the exhibit was to demonstrate the resources of the library and its usefulness to citizens of a community. The display included books on a wide range of subjects designed to attract and assist the homemaker, the farmer, the worker in many walks of life, and also a collection of recreational reading. Groups of dolls were used to carry out the ideas suggested.

In San Benito County a joint exhibit is planned by the County Librarian and the County Nurse for the fair that is to be held early in October. Books, pictures, and health charts will be available for people to examine.

In the Solano County exhibit at the State

Fair the county library exhibited a most realistic, miniature, up-to-date farm. Posters and books told the story of county library service and extended the invitation to use the library.

State Library Exhibit at State Fair

THE EXHIBIT made by the State Library at the State Fair this year was a distinct departure from previous years. Instead of showing State Library departmental work, library service for the state as a whole was the keynote. The exhibit displayed types of library service from county libraries and public libraries for communities and schools with supplementary service from the State Library.

The booth was divided into two sections. One featured service to adults; the other to children. The adult section had for its central attraction a very clever miniature living-room of a home completely furnished. In it was a family group enjoying fascinating books, magazines, and music. This was contributed by the Alhambra Public Library. It had been exhibited previously at the California Library Association annual meeting, and after the State Fair was sent to the Lassen County Fair. Very striking posters and State Library books for "seeing people," and for the blind, completed this section. One of the posters said "Can you manage your boy?" with a ribbon connecting the poster to a book entitled "The Boy and His Future," by Nicholas Ricciardi, Commissioner of Industrial and Vocational Education. The book attracted much attention, and many requests were made for it.

The section devoted to children's reading had its walls embellished by most interesting and instructive pictures, posters, and charts sent by county libraries and city libraries. The wide shelf around the booth carried out the idea of the pictures with beautifully illustrated children's books for general reading and supplementary books, stereographs, and music records for school use. A central table was devoted to an intensely interesting collection of data, nicely bound, on libraries, in the elementary schools, junior high schools, and senior high schools, sent from the office of the Los Angeles City School Libraries.

Visitors From England

TWO COUNTY librarians from England visited California during September—Miss A. S. Cooke of Kent County and Richard Wright of Middlesex County. Both visited the State Library and Sacramento County Library. Miss Cooke also visited Monterey, Fresno, and Kern counties, and Mr. Wright went to Contra Costa, Alameda, Ventura, Los Angeles, and San Diego counties. In each county

the visiting librarians were taken by the California County Librarian to visit county library branches and to see the work at headquarters.

Miss Cooke and Mr. Wright have been sent to the United States by the Carnegie United Kingdom Trust to observe county libraries and to attend the meeting of the American Library Association.

Notes

MISS MARION GREGORY has been appointed County Librarian of Kings County to fill the vacancy caused by the death of Miss Julia Steffa. Miss Gregory had formerly been the assistant librarian of the Kings County Library and recently has been in the San Bernardino County Library.

THE LOS ANGELES County Library held a custodians' meeting September 16. Points of interest at the main office and in the branches were discussed during the forenoon while subjects of general interest were presented in the afternoon.

A CUSTODIANS' meeting was held in Hollister on September 25. The custodians of many of the San Benito County Library branches were present. The program was very enjoyable and instructive.

EXPANSION OF CONTRA COSTA COUNTY LIBRARY

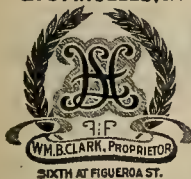
THERE ARE fifty-six schools in Contra Costa County receiving library service, according to Mrs. Alice G. Whitbeck, Contra Costa County Librarian, in her annual report. The report classifies the schools as follows: "Forty-nine of these school districts (five of which have two and three schools each), three high schools, and two Americanization schools. Over five thousand more books have been sent out than last year and there are over thirteen thousand more books out in the schools than at the same time a year ago. A heavy increase is shown in every item tabulated. The larger use of music records, pictures, and films is noted. The outside reading of the seventh and eighth grades has continued and 548 certificates were issued and 4385 books read.

"The Outlook for the year promises that two additional high schools will be added; that the question of a school demonstration library will be considered; that an experimental library for primary grades will be fitted up in one of the larger schools, and that an intensive campaign will be made with the school children for clean books, more careful handling, and a greater appreciation of the books given them."

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PATTERN PLAYS, a Book of Plays and Play-making, by E. C. Oakden and Mary Sturt. Those who are interested in the craftsmanship of plays, writing, directing, acting, for older children, will find a vast fund of material in this small volume. Here familiar stories are given in dramatized form, and it is shown how various difficulties may be overcome and stories may be dramatized. Plays and stories are given and the notes are very full and helpful. Any person interested in amateur dramatics will find this book replete with suggestive material. (Thomas Nelson Sons, 381 Fourth Avenue, New York City.)

HISTORY STORIES FOR PRIMARY GRADES, by John W. Wayland, illustrations by Maud and Miska Petersham. Short stories and simple stories which are literary as well as historical, that tell of the origin of many of our holidays, are not bounded by a nation's borders but by the borders of the world, are contained in this book. The primary teacher may either read or have the children read these true stories. The material has been well selected and only facts that come within the child's understanding are used. This is the eleventh printing of a book which has proved useful to thousands of teachers. (Macmillan Company, 66 Fifth Avenue, New York.)

MEASUREMENT OF INTELLIGENCE BY DRAWINGS, by Florence L. Goodenough; edited by Lewis M. Terman. A serviceable measure of mental ability of children, the basis of judg-

ment being drawings in place of words. Children's drawing sheet in package of 25, with key and class record. (World Book Company, Yonkers-on-Hudson, New York. Price of book \$1.80; of drawing sheets, 60 cents.)

FREE HAND DRAWING, Book II, by Frances Beem and Dorothy Gordon. Covers the work of the entire second year of high school drawing. Full instructions, designs, etc., included. (Bruce Publishing Company, 354 Milwaukee Street, Milwaukee, Wis. Price \$1.04.)

SELF-DIRECTION AND ADJUSTMENT, by Norman Fenton. This book of principles of mental hygiene, is written for use as a text by either high school or college students, or for anyone who works with his brains. (World Book Company, Yonkers-on-Hudson, New York. Price \$1.40.)

HISTORY OF EDUCATION, by Philip R. V. Curoe. This outline includes outline of the history of education in ancient, medieval, and modern times and was planned for use of high school, normal and college students. (Globe Book Company, 175 Fifth Avenue, New York City. Price \$1.25.)

SELECCIONES POÉTICAS, compiled by Felipe Janer. Offers a collection of poems in Spanish by the foremost Spanish and Spanish-American poets. (Silver, Burdett & Co., 39 Division Street, Newark, N. J.)

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ing out of research studies in the field of teacher training in universities and colleges, normal schools, and teachers' colleges, including the organization and content of courses of study used to train teachers; the types and functions of teacher-training courses in high schools and private agencies; and the requirements for teacher-training positions; also holding of conferences, conduct of special surveys, and service in advisory capacity to persons interested in the training and employment of teachers; preparation of bulletins, leaflets, circulars, and other material for publication. The work requires the exercise of independent judgment in planning and prosecution, and acceptance of individual responsibility for results.



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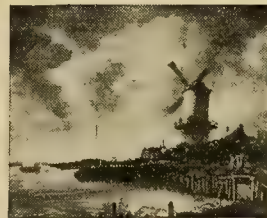
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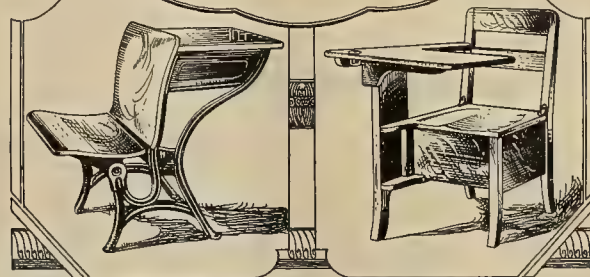
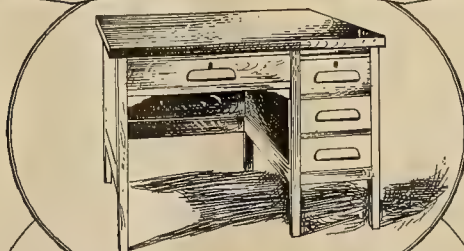
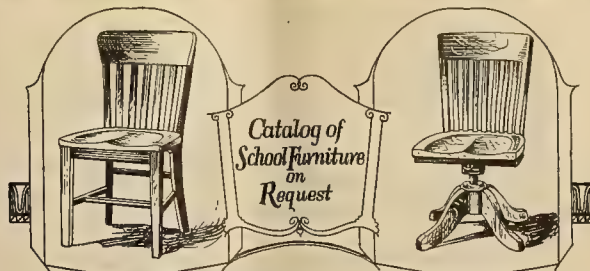
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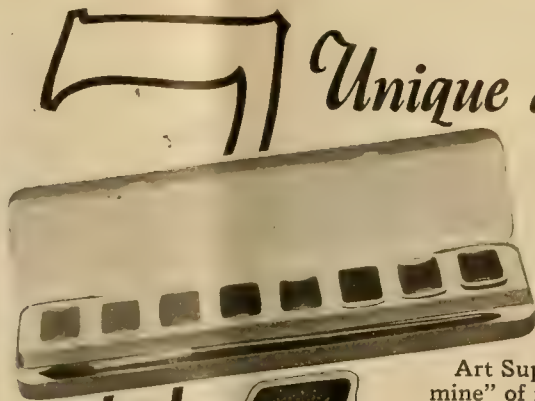
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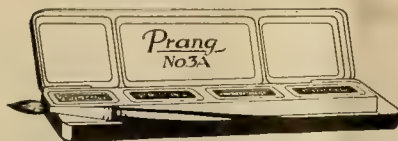
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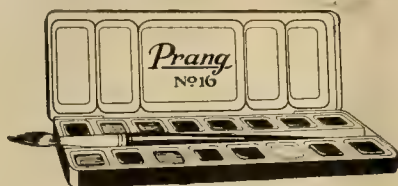
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THE WESTERN JOURNAL of EDUCATION



NOVEMBER • 1926



California Christmas Holly

Photograph from "As California Wild Flowers Grow," by Katherine Chandler.

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VOL. XXXII, No. 11

SAN FRANCISCO, NOVEMBER, 1926

PRICE, 15 CENTS

THE SPIRITS OF CHRISTMAS*

By RUTH THOMPSON

CHARACTERS

MOTHER	GROUP OF BOYS AND GIRLS, ANY CONVENIENT NUMBER.
FATHER	
PAUL	SIX SPIRITS: GOOD WILL, GENEROSITY, GRATITUDE, KINDNESS, JOY and LOVE
FRANK	
ELEANOR	SANTA CLAUS

SCENE.—A living-room simply furnished. Fireplace at center rear of room; a couch to the left, near which is a door leading out; door also leading out to right; a Christmas tree on the left side of the room; piano left front of room and various chairs, at least three of them; small table near Christmas tree on which are three stockings, some Christmas decorations, a plate of Christmas candy, and a book.

TIME.—Christmas Eve.

(When curtain rises, Father, Mother, and Paul are discovered decorating the Christmas tree.)

PAUL: Oh, joy, how I love Christmas Eve! Dad, I know what I'm going to do tonight!

FATHER: What are you going to do, my son?

PAUL: I've made up my mind that I shall stay up tonight just to get a glimpse of Santa Claus.

FATHER: Don't do it! If you do he won't fill your stocking.

MOTHER: You know, Paul, Santa Claus never likes to be seen.

PAUL: But, Mother, everyone likes to be thanked when he gives presents. Maybe Santa would be flattered if I waited to see him.

MOTHER: Not everyone wants thanks or flattery; that is where you are wrong. Anyone who is as generous as Santa Claus has such a large nature that little things do not bother him. He wants more practical thanks than your words. He wants you to be a good boy, and if you are good he may bring you gifts.

PAUL: My mind is made up. I am going to stay and wait for old Santa.

(Mother and Father look at each other in distress and embarrassment.)

FATHER: Let Paul alone then, Mother. Probably Santa Claus won't come and see him at all if he knows that Paul is going to disobey us and wait for

him. Since he does not want to be seen, he'll probably not bring a single present to this house.

(The work of decorating the tree progresses in silence for a moment. Paul begins to show signs of uneasiness, and drops a trinket he was going to hand his mother to hang on the tree.)

(Suddenly from without is heard the sound of children singing Christmas carols. Any hymns, carols, or Christmas songs may be sung, but several should be sung while the family group within stop their work and listen.)

PAUL (as music ceases): It is the boys and girls from school! May I ask them in?

MOTHER (looks at Father smilingly): Do bring them in, dear.

(Paul runs to door, opens it, and calls out):

PAUL: Come in, you Christmas carol singers!

(Boys and girls troop merrily into the room.)

ALL: Merry Christmas, everyone! Merry Christmas, Paul!

FATHER AND MOTHER: Merry Christmas, boys and girls!

PAUL (jumping happily around his friends): Christmas greetings!

MOTHER: Take off your wraps, children, and stay a little while. Here are some Christmas candies!

(The children each have a piece of candy, and then gather around the Christmas tree to admire it.)

FRANK: Santa Claus will surely think this is a fine tree. It is larger than ours.

ELEANOR: It's larger than ours, too. You are a lucky boy, Paul!

MOTHER: Paul does not know he is fortunate. What do you think he says he is going to do tonight?

ELEANOR (as all the children look at Paul, who grows embarrassed): What is he going to do? I hope it is something lovely, though, because this is the Christmas season. My mother says we should all be as sweet as Christmas candy all the year, but that we should try especially hard at Christmas time to be better than at any other time!

FRANK: It's not hard to be good when Christmas is coming!

MOTHER: Paul says he is going to stay up tonight and see Santa Claus. We told him he must not, but he says his mind is made up.

(All the children look at Paul with disapproval. Some of them murmur among themselves.)

* For appropriate music, suggestions may be obtained from the American Book Company advertisement, page 2.

ELEANOR: Why, Paul, I'll bet that Santa won't give you a single present, and it will serve you right.

FRANK: And what's more, you'll be so tired when morning comes that you won't enjoy Christmas very much. I'd rather have a full stocking and have a good sleep than an empty stocking and be tired, and have everyone think I'm doing wrong. No, sir! No staying up for me!

PAUL (*stubbornly*): When I tell you all about Santa Claus, how he looks and acts, you'll wish you had stayed up too!

ELEANOR: Well, you must do as you please but I think that you don't show much Christmas spirit when the very first thing you do is to make your father and mother feel bad!

(*Father and Mother have been watching Paul, but he still looks cross.*)

MOTHER: You all sing so sweetly. Come, let's sing some more Christmas songs, for we have done all we can on the tree now.

(*All gather around the piano. Mother seats herself and plays Christmas songs. All sing.*)

FRANK: I must go home now, for it's almost 8 o'clock. I have to hang up my stocking, and I know all of you have the same job to do at home—all except Paul. (*Frank winks slyly at the others.*)

(*Chorus of "Merry Christmas" as the children leave.*)

MOTHER (*turning to Paul*): Run and get the stockings now, Paul, and we'll hang them by the fireplace. I am tired tonight, and we must all get up early and go to church in the morning.

(*Paul goes to table and gets the three stockings that are there. He gives one to his mother, one to his father, and keeps one himself.*)

FATHER (*as he goes with the others to the fireplace*): How about this end for me, the middle for Paul, and the other end for you, Mother?

MOTHER: Yes, that is the way we did last year.

FATHER (*with a smile*): I'll certainly be angry with you, Paul, if you spoil the party by scaring Santa Claus away so that none of us get any presents!

(*All hang up the stockings. Mother and Father turn to leave the room.*)

MOTHER AND FATHER: Good night, Paul!

PAUL (*trying to speak in his natural manner as he goes to the couch with a book he has taken from the table*): Good night, Mother and Father!

(*Exit Mother and Father out of door on right.*)

(*Paul sits and reads for a few minutes. He grows sleepy, yawns, lays down book, and lies down on couch facing the fireplace. Soon he falls asleep.*)

(*Enter six children. They wear flowing soft white gowns, wreaths and necklaces of red and green—the Christmas colors. They circle around Paul as he is sleeping on couch.*)

FIRST SPIRIT: It is too bad that Paul does not realize the spirit of Christmas. He has no idea what it is all about. Even on Christmas Eve he cannot forget himself and his desires, and he has made his father and mother unhappy. But we will tell him

something of the spirits that should prevail at Christmas time. Now, I am the Spirit of Good Will!

"Good will to men and peace on earth"

Belongs to Christmas times.

The angels chanted this long ago—

It still thrills in Christmas chimes.

SPIRIT OF GENEROSITY: I am the Spirit of Generosity!

Generous we should be in thought and deed,

And others' burdens share;

Be generous with our worldly gifts,

And from bad thoughts forbear.

SPIRIT OF GRATITUDE: I am the Spirit of Gratitude!

As years roll by we blessings have

To enjoy as we live.

One way to show our gratitude

Is from what we have—to give.

SPIRIT OF KINDNESS: I am the Spirit of Kindness!

Kindness is a happy part

Of joyous Christmas cheer;

It should live in every human heart

Each day throughout the year.

SPIRIT OF JOY: I am the Spirit of Joy!

Christmas is a merry time,

A time we should give joy;

It is a charming present

From any girl or boy.

SPIRIT OF LOVE: I am the Spirit of Love!

Love is the keynote of Christmas,

Where there's Love there can be no strife;

Love is the light in all darkness—

Love is the keynote of Life.

(*Spirits all join hands and softly sing one verse of a Christmas carol.*)

SPIRITS: Merry, Merry Christmas, Paul! And may you be filled with the true spirit of Christmas!

(*Exit quickly and quietly all the Spirits. Paul stirs, yawns, sits up, and looks around in puzzled fashion.*)

PAUL: I believe the Spirits of Christmas really did come to see me. I guess they are right; I am not showing any spirit of good will, kindness, joy, or love. The Spirit of Love said:

"Love is the keynote of Christmas,

Where there's Love there can be no strife;

Love is the light in all darkness—

Love is the keynote of Life."

(*Paul sits and thinks a moment. Suddenly from without is heard a thump and then the jingle of sleigh bells.*)

PAUL (*jumps to his feet in alarm and delight*): I must go to bed! Santa must not hear me!

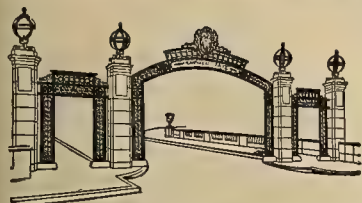
(*Paul runs to the door at right. Exit Paul. Enter Santa Claus through door on the left. Santa Claus places his sack of toys on the floor by the fireplace. Rubs his hands and laughs.*)

SANTA CLAUS: Ha, ha, ha! I know young Paul will be happier and better for his lesson. It does us

all good to have our way and be found wrong sometimes. Paul's discovered that his parents and friends were right after all. I'm glad the Spirits came to see Paul. They are so busy all the year around, but particularly busy on Christmas Eve. So many people need the Christmas Spirits! . . . Well, I'd better get busy. Paul shall have some fine gifts this Christmas.

(Begins to put presents in stockings.)

[CURTAIN]



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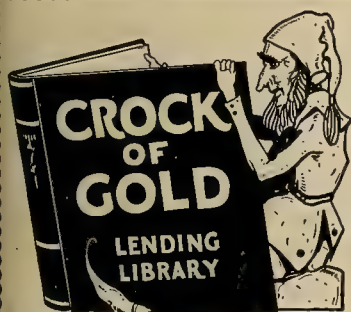
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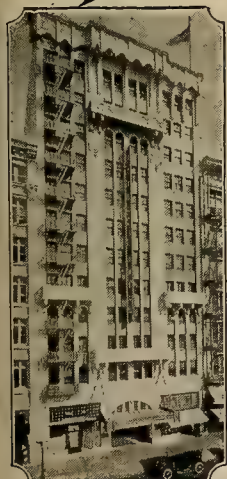
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SCHOOL FOR MEXICANS

By C. R. HOLBROOK,

Superintendent of City Schools, San Bernardino, Cal.

ON NOVEMBER 10, a day devoted to equality of opportunity in education in American Education Week, there was formally opened a new 24-room school devoted entirely to the education of Mexican children of the city of San Bernardino school district. This school is one of the most unique schools in all California in its architecture, design, and plan of organization.

Within the city of San Bernardino approximately 24 per cent of all children in the kindergarten and the first six grades are Mexican. The Board of Education of this city has adopted the policy, and has followed it for some time, that it could better serve the interests of this community and the Mexican children by segregating them in separate schools. Consequently there are two schools devoted to Mexican education—Meadowbrook, which is being replaced by a new school in the southeastern corner of the city, and the new Ramona School in the western part of the city.

The new Ramona School was built to house and care for 960 Mexican children. It is a splendid example of Mexican architecture, being arranged in a rectangular shape with two large patios within the inclosure. The larger patio has a stage, and facilities are provided so that the entire student body may be accommodated within this inclosure as an outdoor auditorium.

Special rooms have been provided for kindergarten, art, music, crafts, sewing, cooking, automobile mechanics, wood shop, shoe shop, agriculture, and physical education.

From the second grade up the school is platooned in a manner that allows one-half of the day in the home room for reading, literature, spelling, language, arithmetic, history, geography, and citizenship, with the other half of the day in the special rooms devoted to music, art, physical education, and health, and various types of manual arts.

A larger percentage of the school day is devoted to the special subjects which have for their purpose the developing of habits of thrift and industry and manual skill than is done in the other schools of the city. It is particularly noticeable that many of the Mexican children excel in these special subjects.

It will require another year to have the building fully equipped for the various types of work to be offered, but it seemed particularly appropriate that such an institute of service devoted to the welfare of the immigrant people that settled here should be opened during American Education Week, upon Equality of Opportunity Day.

R. B. Peters, member of the Board of Education, who has long been interested in the Mexican people and their education, is very largely responsible for visioning and developing this splendid type of school building.

Mrs. May Clark, who has been the principal of this school for a number of years, along with her teachers has rendered valuable assistance in the plans for the school programs and activities.

COMPOSER HAS WORD FROM COOLIDGE*

LEILA FRANCE McDERMOTT, author and composer of the books, "California Wild Flower Songs," "Happy Holidays," and other school music books that are used widely in California, has received an appreciative letter from E. G. Clark, secretary to the President, in response to her sending Coolidge a copy of one of her late popular songs, "Armistice Day." A copy of the letter follows:

My Dear Mrs. McDermott:

I want to express to you on behalf of the President his thanks for your kindness in sending to him your Armistice Day song. It is very good of you to have the President in mind, and he appreciates the thought which prompted the song and the friendly interest which you have shown.

Very truly yours,

Mrs. Lelia F. McDermott;

E. G. CLARK, Secretary.

70 Santa Monica Way, San Francisco, Cal.

*These books of songs may be obtained from the author or from the Harr Wagner Publishing Company.

RICHARD J. WERNER, STATE COMMISSIONER

RICHARD J. WERNER, who has been appointed State Commissioner of Secondary Education by the State Board of Education, has a fine educational record. Besides his educational work Mr. Werner has served as president of the Yolo County Teachers Association, secretary of the California Agricultural Teachers Association, and chairman of the rural high schools section, California principals' convention.

Mr. Werner is a graduate of Los Angeles elementary and high schools, Oregon Agricultural College, and University of California. The positions he has held follow:

Assistant in chemistry, Oregon Agricultural College, September, 1916-1918; United States Army (11 months in France) private, Sergeant, First Sergeant, Lieutenant in command of company, March, 1918, to July, 1919; principal Esparto Union High School, August, 1919, to June, 1922; assistant in education, University of California, June, 1922, to September 1, 1923; State Supervisor of Agricultural Instruction, September 1, 1923, to October 15, 1926; lecturer in education, University of California, summer, 1924-25-26; lecturer in education, Stanford University, summer, 1926.

VISITOR COMMENDS SCHOOLS

AFTER visiting the Colma and Daly City schools, where W. J. Savage is District Superintendent, Beatrice H. Woodward, special state instructor in health work, wrote the following letter to Miss Pansy Abbott, County Superintendent in San Mateo County, where this school system is located:

After spending two days in Daly City and Colma schools I feel impelled to write this note to you to tell you that I have never enjoyed talking to groups of children anywhere any more than I did to the students of each and all grades in each of the schools of that district.

Because their attention, courtesy, and interest were outstanding in their perfectness, individually and collectively, I felt that they should be commended.

May I say that personally I think all the teachers in those schools are marvelous.

Mrs. Emile Lohr has put on a very good health program and succeeds in getting the cooperation of all the teachers, and is so much beloved by them and the children.

My work with your county nurse was a great pleasure, and I am sure you have a most efficient and conscientious and splendid character in Miss Thronson.

FEDERATED COLLEGE PLAN GOES INTO EFFECT

POMONA COLLEGE has opened its thirty-ninth year with its highly selected body of young people and plans have been perfected which will make it the first unit in the federated college plan. Scripps College is the second unit in The Claremont Colleges, which shall be the central organization, operating not only to serve the common interests and relations between the various colleges and to provide certain facilities for joint use, but shall also operate in important ways in raising the standard of scholarship and creating distinctive and unique honors for scholastic initiative among all the students of the various colleges.

The central organization will also provide the opportunity of surrounding all of the federated colleges with such forms of research as will create a stimulating environment to all who are in the college company.

FRESNO BUILDING PROGRAM

WALTER RAY HEPNER, newly elected City Superintendent of Schools of Fresno, will be actively engaged these next two years in a building program, money for which was voted in a bond election last spring. Mr. Hepner and the architects associated on the Fresno school building program are working out something radically new in school architecture, which will probably revolutionize school construction in concrete.

PRIZES OFFERED FOR EDUCATIONAL MATERIAL

THREE PRIZES of \$250, \$100, and \$50 are offered by the Harmon Foundation and *The Survey* magazine for "the best unpublished manuscripts dealing with some adventure, invention, or accomplishment in the field of public education." The winning story will be published in *The Survey* and in collaborating newspapers.

The contest is open to everyone, including professional and amateur educators, writers, and students. The story may be about "the new education" in a public instead of an expensive private school; about workers' education classes at a state university; about a new state educational plan; about the rejuvenation of the little crossroads schoolhouse; about a fine piece of cooperation between a community and its schools.

So long as it deals with public education there is no limitation. It is hoped in particular that those who are actually engaged in educational enterprises will write out of their first hand experience.

The judges will be Glenn Frank, president of the University of Wisconsin; John H. Finley, editor of the *New York Times*; Joseph K. Hart, former professor of education at the University of Washington and at Reed College; Henry R. Linville, president of the Teachers Union of New York City; Lucy Sprague Mitchell, head of the Bureau of Educational Experiments; Nathaniel M. Salley, dean of the School of Education, Florida State College for Women; Mary E. Woolley, president of Mount Holyoke College; Will C. Wood, State Superintendent of Public Instruction, California; Beulah Amidon, education editor of *The Survey*.

CONDITIONS

The manuscripts must be not less than 1000 nor more than 2500 words in length, typewritten, double spaced on one side of the paper.

Delivery must be not later than noon, December 31, 1926.

Address them to Jury, Harmon-Survey Award 3, care of *The Survey*, 112 East Nineteenth Street, New York.

Identification must be by means of a pen name signed to the manuscript with an accompanying plain, sealed envelop having on the outside the pen name and on the inside the pen name and the real name and address of the author.

MRS. REBECCA D. NASON, last year director of commercial work in Eureka, has been appointed director of commercial work for the Fresno schools.

THE PRAYER OF A HARASSED MAN

By C. S. CLARK,

District Superintendent of Schools, Merced, Cal.

O Lord, give me peace for my daily toil;
Peace and rest and content of heart,
That the things that I think will not soil
The things that I do, even in part.

Let my mind be free of the things that sear
And stamp on the face their unclean mark.
Let my heart be light and my soul be clear
Of anger and hatred and thoughts that are dark.

Life is so full of strength and zest;
Full to the brim of things to be done,
Things to be done to their fullest and best—
A joy in the doing of every one.

Each day let me rise with a hope new-born,
And carry it through with a lilt in my song;
Each night go to sleep with a smile for the morn,
Then neither my days nor my nights will be long,

For my faults and failures be thou kind,
Let not my struggles forward cease;
Neither greatness of spirit have I, nor of mind;
Lord, for my daily life and work grant peace.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE PLACENTIA, Richfield, and Commonwealth grammar school districts in Orange County, over whom Glenn A. Riddlebarger is District Superintendent, have moves under way for the organization of a union district. In the three schools at present there is a school population of above seven hundred pupils. Thirty teachers are in charge. In the above districts there is quite a Mexican element. All white children are brought to the central school at Placentia in three busses, and the Mexican children are cared for in two special schools. The Mexican pupils do exceptionally good work in these schools. The Placentia school has landscaped grounds that perhaps are not equaled by many schools in the United States.

S. J. BRAINERD, Superintendent of Tulare Schools, has had a unique building project on this summer. The old Central School Building has been taken as a nucleus, and a thoroughly up-to-date, modern school structure has been built at a saving of some \$25,000. The central section has been rebuilt and two wings have been added. On one side is an attractive auditorium seating four hundred persons, and on the other side is a group of classrooms. The building contains eleven rooms and newly arranged offices for the city administration. The Central School now has the appearance of being an absolutely new structure. The cost of the project was around \$61,000.

THE BUENA PARK Grammar School, of which Mrs. Dora Pankey Glines is principal, is one of the fastest growing schools in Orange County. The enrollment of three hundred this year is sixty more than last semester. Eleven teachers are employed. O. I. Northrup has the physical training, and Miss Georgiana Baker is teacher of Americanization in charge of the Mexican pupils. The domestic science and art department is supplied with most excellent equipment and is under the direction of Mrs. Glines. The school building is new, of Mission style, and the grounds are beautifully landscaped. The school is situated on the widest boulevard in Orange County.

MISS GRACE I. DICK has been appointed elementary school librarian for Pasadena. Miss Dick comes to Pasadena from Oakland, where she was librarian in the Roosevelt High School. The elementary library has been moved to new quarters on the grounds of the Benjamin Franklin School, the address of which is 300 North Euclid Avenue. The elementary school library, commencing this year, will serve only the grades of from one through six. The junior and senior high schools will be in charge of their own librarians.

J. B. POTTER, Superintendent of Redondo Beach grammar schools, in spite of the loss of territory by its annexation to Los Angeles, has a larger school population this year than last. Five schools, sixty teachers, and 1300 pupils are in the city. The new teachers secured this year for Redondo Beach were of exceptionally high standard.

L. E. STOCKWELL has been elected director of vocational education in the Fresno city schools. Mr. Stockwell will devote half his time to the city system and half his time to the Fresno State Teachers College. Mr. Stockwell last year was assistant supervisor of vocational education, University of California Southern Branch.

WALTER SCHLEIN has been promoted from the principalship of the Jefferson School, Fresno, to the vice principalship of the Fresno Technical High School. Harold F. Hughes, principal of the Jefferson School, has been made part-time director of visual education for the Fresno city schools.

F. H. SUTTON, principal of the Fresno Technical High School, attended the University of Chicago this summer. Mr. Sutton has been one of the leaders on the technical committees of the Fresno course of study work that has been in process of development during the last five years.

P. S. SMITH, principal in charge of the Manhattan Beach School, has 250 students, ten teachers, a building of eleven classrooms, and an auditorium. The school is situated in a sheltered spot back of the sand-dune bluff that slopes down to the Pacific Ocean.

G. N. KEFFAUER, last year director of research in the Fresno city schools, is teaching and working on his doctor's degree at the University of Minnesota this year. Frank Hubbard, his associate director last term, was made director of research for the Fresno schools.

MISS M. L. STODDARD, Librarian of Merced County, by reason of a contract recently entered into between Merced and Mariposa counties, will give county library service to Mariposa County. The twenty-six schools in Mariposa County probably will be served.

A. F. BASSETT, District Superintendent of Fowler grammar schools, is introducing more individual work in arithmetic in the upper grades. An effort toward the improvement of the technic of reading is being made in the lower grades.

D. C. WEAGE, District Superintendent of the Clovis Grammar School and member of the Fresno County Board of Education, is carrying on extensive research in reading this year.

MRS. ALICE MULCAHY has been appointed Assistant Superintendent of Schools of Tulare city schools. Mrs. Mulcahy will have charge of office detail and books.

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FRANK M. WRIGHT, District Superintendent of the El Monte grammar schools, has an enrollment of around 850 students this year. At present, at the Columbia School, a new wing of ten rooms is being added, eight of which are classrooms and two of which will be used for domestic science. A kindergarten unit, with a basement below for physical education quarters, is under construction also. The separate physical education quarters for the boys and girls are equipped with lockers and showers and are so arranged that they are shut off from the rest of the school building. The cost of construction will amount to around \$75,000.

B. G. HALL, for the past several years principal of the Covina Grammar School, has been elected District Superintendent of the Willowbrook grammar schools. He has charge of two buildings, twenty-six teachers, and over nine hundred children. Mrs. Grace Heaton Barnes, who taught in the San Bernardino schools last year, and who has had six years' experience as County Superintendent in Kansas, has been elected principal of the Willowbrook School.

MRS. GERTRUDE G. HOWARD has been appointed principal of the Queen Street School, Inglewood. Mrs. Howard, for the last four years, was Assistant Superintendent at Huntington Beach, and was also in charge of the Campfire Girls. Mrs. Howard is a graduate of the Southern Branch University of California and is a school principal of exceptional ability.

RALPH S. CHAMBERS has been appointed principal of the Covina Grammar School. Mr. Chambers is a graduate of Park College, Missouri. This last year he received his M.A. degree from Stanford University in the department of education. For the previous ten years he was Superintendent of the Potlatch, Idaho, schools.

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VOL. XXXII

NOVEMBER, 1926

No. 11

NEWS AND COMMENTS

By HARR WAGNER

THE CONSTITUTIONAL measure to increase the salaries of certain state officers, including the Superintendent of Public Instruction, was voted down. A well-known taxpayer and citizen said: "It's ridiculous. Will Wood is head of the biggest corporation in the state—the Public Schools—and corporations in California pay from \$15,000 to \$75,000 per year, and the universities pay as high as \$12,000 per year for an athletic coach. It's ridiculous. We pay our State Superintendent only \$5000 per year."

UNDER THE federal apportionment bill voted into our constitution by the people of California on November 2, 1926, Southern California will control the Assembly and Northern California will control the Senate. Under a fine spirit of cooperation, the north and south should enact some good legislation for the people. It will not be possible, under the new apportionment, for San Francisco, Oakland, and Los Angeles to form a bloc and control both houses of the Legislature.

W. H. HOUSH, formerly and for many years principal of the Los Angeles High School, has been made supervisor of library and textbook activities in the Los Angeles school system. Mr. Housh has recently returned from a trip around the world. He traveled alone and had many interesting experiences. His long and successful career at the head of high school activities will make his work for junior high and high school books especially valuable.

M. MADILENE VEVERKA, supervisor of kindergarten and primary work in the Los Angeles city schools, has recently returned from Prague. While in her native land she was frequently the guest of the President of the Republic of Czecho-Slovakia.

AGAIN SAN FRANCISCO has earned the title "The City of Distinction." Voters by a majority of four to one gave the teachers who retired before the City Pension Act became effective a retirement salary of from \$800 to \$1500 per annum.

PAGE 436 of the *Journal of Education* contains a splendid review of A. J. Cloud's book, "Our Constitution: Its Story, Its Meaning, Its Use." The review closes with: "Since seeing Cloud's setting of the constitution of the United States in history, we think everyone needs an annual baptism of Americanization." Mr. Cloud is Chief Deputy Superintendent of Schools of San Francisco.

THE CITY OF BURBANK, by popular vote, selected the name "Joaquin Miller" for one of its most beautiful school buildings. Mr. Collins is Superintendent of Schools and Mrs. Louise Wickersham the principal. The editor of the WESTERN JOURNAL OF EDUCATION, in a recent visit, gave his personal reminiscences of "Joaquin Miller, the Man and His Poetry."

SUPERINTENDENT W. R. HEPNER is proving himself a fine school administrator. A successful school administrator needs two elements that Superintendent McAndrews of Chicago has in a high degree—a sense of humor and an appreciation of poetry. In Bulletin No. 7 Superintendent Hepner gives this poetic gem:

If your nose is close to the grindstone rough,
And you keep it down there long enough,
You will soon forget there are such things
As a brook which babbles and a bird which sings.
Three things your whole world will compose—
Yourself, the stone, and your darned old nose.

—Anonymous.

FRESNO AND adjoining counties will hold their annual institute on Monday, November 22; Tuesday, November 23, and Wednesday, November 24, 1926. The Bay Section Institute will be held December 13 and 16, and the Southern Section December 22 to 24. The interest in these conventions and in the organization of the C. T. A. continues to grow. E. G. Gridley, the efficient secretary of the Bay Section, reports an increase of 71 per cent during the past four years.

THE SAN FRANCISCO Board of Education has appointed Charles C. Danforth principal of the Girls High School. Mr. Danforth was formerly principal of the Hamilton Junior High School. He succeeds Doctor Arthur W. Scott, whose administration is one of the noted achievements in education in the West. He retires on a pension from the city and the state after more than twenty-five years of service in the one school. His predecessors were Elisha Brooks, author of "A Pioneer Mother of California," Mrs. Kincaid and John Swett.

CITIZENS of California expended \$58,280,945 for secondary education for the school year ending June 30, 1926. Of this sum \$39,747,714 went for current operating expenses and \$18,533,231 were invested in capital outlays.

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STATE BOARD MEETS

THE State Board of Education met in regular quarterly session in Sacramento, Cal., October 11, 1926. The following members were present: Mrs. Helene Hastings, Mrs. Dora A. Stearns, C. E. Jarvis, S. D. Merk, and Florence J. O'Brien; absent, C. A. Storke.

Mr. O'Brien was elected president and Mr. Jarvis vice president of the board.

Mr. O'Brien appointed the following committees of the board:

Legislation—Mr. O'Brien, Mrs. Hastings, Mr. Storke.

Textbooks—Mrs. Hastings, Mr. Merk, Mr. Jarvis.

Finance—Mr. Jarvis, Mr. O'Brien.

Vocational—Mr. Merk, Mrs. Stearns.

Credentials and Accreditation—Mrs. Stearns, Mr. Merk, Mr. Jarvis.

Teachers Colleges—Mr. Storke, Mrs. Stearns, Mrs. Hastings.

Physical Education—Mr. Merk, Mrs. Stearns, Mrs. Hastings.

Los Angeles Office—Mrs. Stearns, Mr. O'Brien.

Retirement Salary:

Applications for Retirement—Mr. Storke, Mr. Merk, Mrs. Hastings.

Investments—Mr. Jarvis, Mr. O'Brien.

R. J. Werner, State Supervisor of Agricultural Instruction, was elected Commissioner of Secondary Schools, effective October 15.

Julian A. McPhee, Assistant Supervisor of Agricultural Instruction, was elected State Supervisor of Agriculture, effective October 15.

N. P. Neilson, Polytechnic High School, San Francisco, was elected State Supervisor of Physical Education, to begin his duties November 1.

Miss Helen Heffernan, Commissioner of Elementary Schools, reported that certain corrections and additions had been made to Frederic Woelner's "How We Govern," and the board authorized the printing of 90,000 copies.

Miss Heffernan reported she had submitted the material for the art bulletin to supervisors and teachers of art and that suggestions made by them were being incorporated into the bulletin. Miss Heffernan was authorized to print 2500 copies of the art bulletin, entitled Bulletin "2-F"—"A Suggestive Course of Study in Industrial Art for Rural Schools."

At the request of Superintendent W. L. Stephens of Long Beach the board ordered the "Junior Speech Book" by Natkemper and McCay added to the official high school textbook list.

A resolution was adopted by unanimous vote to the effect that no texts will be added to the list of high school textbooks hereafter except in July and January.

Volmer Fred Hall, the holder of an elementary life diploma, was notified to appear before the board on January 11 at 11 a. m., to show cause why his credential should not be suspended in accordance with Section 1699 of the Political Code.

A. Peal Edwards was summoned to appear before the board at the hour of 10 a. m. January 11, 1927, to show cause why her credential should not be revoked on account of unprofessional conduct, charges having been preferred against her.

Mr. Nicholas Ricciardi, Commissioner of Vocational Education, was authorized to attend the annual convention of the American Vocational Association during the first week in December, to be held at Louisville, Ky.

The board instructed the secretary to advertise for bids for geography material for

grade seven or grades seven and eight, said bids to be received not later than December 30, 1926.

The elementary commissioner was authorized to call the state music conference at a time and place to be decided upon later.

Miss Heffernan was authorized to print the following bulletins: "Arbor Day," "The Rural School Plant," and "The Exchange Bulletin in Rural Education," the "Exchange Bulletin in Rural Education" to be published bimonthly.

Mr. Werner was authorized to compile material for the "Directory of Secondary Schools," provided he can make a satisfactory arrangement with a publisher to print the edition.

Letters from Albert E. Lombard and Edgar McLeod, representing the Christian Science Committee on Publications for Southern and Northern California, respectively, were received, calling attention to paragraph 107 of "Ritchie's Primer of Physiology," published by the State Board of Education for use in the elementary schools, which reflects upon followers of Christian Science. The board declared its intention to correspond with the publishers for permission to remove the objectionable paragraph from all future editions.

RETIREMENT SALARY BUSINESS

Refunds of erroneous salary deductions were granted, amounting to \$119.10.

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Victress Bower, Riverside; Pearl M. Brown, Glendale; Ada A. Clendenin, Lakeport; Alberta Cox, Ocean Park; Margaret E. Curry, San Francisco; Alice Elizabeth Davis, Oakland; Sarah Jane Dewing, Oakland; Daniel Harvey Foree, San Luis Obispo; Mrs. Ella E. Gray, South Pasadena; Magdalene Hetzer, San Francisco; Annie Hinds, San Francisco; James R. Huffaker, Rio Oso; Sarah F. Laven, San Francisco; Julia M. Lewis, San Francisco; Rose Helene Meehan, Burlingame; Jay B. Millard, Beverly Hills; Mary O'Neil, Weaverville; Doctor Arthur Walter Scott, San Francisco; Mrs. Annie H. Smith, San Francisco; James Reade Watson, San Francisco; Henry Clay Hall, Madera; Susie E. Wiedman, Oakland.

Under Section 9 of the Law—Clara T. Banker, Fort Bragg; Mrs. Frances M. Collins, Seiad Valley; Electa Welch Rogers, Berkeley; George Reuben Sikes, Lakeport; Mrs. Jennie H. Stephenson, Stockton; Maude A. Lissak, San Francisco; Abel M. Davis, Fullerton.

The board adjourned to meet in Sacramento January 10, 1927.

Respectfully submitted,
WILL C. WOOD, Secretary.

GREGG SHORTHAND THEME IN NATIONAL MAGAZINE

"Poor John Made Pothooks Pay" is the name of an article in the November, 1926, *Everybody's* magazine, and the subtitle is, "The boy at the foot of the class found shorthand too difficult to master so he introduced improvements of his own. Now 95 per cent of the schools teaching shorthand use John Gregg's system." Kingsley Gray, the author of the article, has made the subject of the Gregg shorthand system, which is used in practically every civilized country, vastly interesting.

What made John Robert Gregg think of evolving a new system, his early beginning, and his success today in lightening the labor of millions, together with the history of shorthand, are all included in the six-page illustrated article.

GREGG BOOKS FOR 1926

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ESSENTIALS OF COMMERCIAL LAW. Revised 1925 Edition. By Wallace Hugh Whigham, M.S., LL.M., Carl Schurz High School and Walton School of Commerce, Chicago. \$1.40

Notable for simplicity of presentation, and strong, practical, constructive work to develop knowledge and application of principles.

MATHEMATICS

MODERN JUNIOR MATHEMATICS, Book II. Revised 1926 Edition. By Marie Gugle, Assistant Superintendent of Schools, Columbus, Ohio. \$.90

Thoroughly revised by the addition of practical suggestions to teachers, practice problems by chapters, shop and home economics problems, new types of tests, minimum essential tests, and a chapter on the relation of mathematics to art, with illustrations in color.

SALESMANSHIP

SALESMANSHIP AND BUSINESS EFFICIENCY. Revised 1926 Edition. By James S. Knox. \$2.50

This is the school edition of Mr. Knox's well-known book, designed as a complete course in Salesmanship and Business Efficiency.

SHORTHAND

DICCIONARIO DE LA TAQUIGRAFIA GREGG (Spanish Gregg Shorthand Dictionary). By John Robert Gregg. \$1.00

TYPEWRITING

THE TYPIST AT PRACTICE. By Mrs. Estel Ross Stuart, Berkeley, California, High School. \$.67

A combination typewriting practice pad and filing folder. Consists of 320 letter-size sheets, of which half are in type, the other half blank for students' practice. Forces student to work to capacity every minute. Develops technique, rhythm, accuracy, and speed.

TYPEWRITING SPEED STUDIES. Revised 1926 Edition. By Adelaide B. Hakes, Gregg School, Chicago. \$.52

Contains supplementary exercises in typewriting. Splendidly adapted for reviews and for tests.

NEW RATIONAL TYPEWRITING, Revised 1927 Edition. By Rupert P. SoRelle. \$1.20

A revision of this popular text first published in 1923. Contains sufficient material for a full year's work. This book is soon to be followed by a second-year book—*Rational Typewriting, Projects*—the two books to comprise a complete two-year course.

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This book contains the leading features of the New Rational Typewriting, plus a chapter on projects and problems for advanced students. The book is designed for schools that use but one typewriting textbook. The book takes cognizance of the peculiar conditions and organization of the private commercial school.

MONOGRAPHS

COLLEGE CREDIT FOR SHORTHAND, TYPEWRITING, AND OFFICE PRACTICE. By Louis Brand, Chairman, Department of Stenography and Typewriting, George Washington High School, New York City. \$.20 net

A NEGLECTED FACTOR IN EDUCATION. By George E. Walk, Ph.D., Dean, Teachers College, Temple University, Philadelphia, Pennsylvania. \$.20 net

A scholarly and interesting statement of the value of shorthand and the place the subject should occupy in our scheme of education.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

ADDITIONAL classrooms on the "unit system" will be added to the elementary schools in Salinas where Arthur Walter is City Superintendent. The voters recently voted favorably upon a \$72,000 bond issue for school improvements.

BOY TRAFFIC OFFICERS given police powers will protect Santa Rosa school children going to and from their homes if plans now being discussed by school authorities and the police are put into effect. The proposal, which originated in the Police Department, is said to have the indorsement of Jerome O. Cross, City Superintendent of Schools. Under the plan, boy traffic officers would be appointed in each school, whose duty would be to prevent the children from "jaywalking" and to report automobile drivers who drive recklessly in the vicinity of the schools.

W. P. DAYTON was reelected president of the Lodi Elementary Teachers Association recently in Lodi. W. E. Owen, principal of Woodbridge School, was also reelected to his office of first vice president, and Mrs. Stephen Stewart was reelected treasurer. Mrs. L. Bluck, principal of Lincoln School, was chosen second vice president, and Miss Lela Taggart of Houston was elected secretary. W. E. Wiley, Superintendent of Lodi grammar schools, gave his teachers a report of the Superintendents' convention at Lake Tahoe at the meeting.

FIVE of the students attending the home economics class in the union high school, McCloud, Cal., where Mrs. Gladys Harris is instructor, have adopted five undernourished children. The students have worked out diets with the proper number of charts. The aim is to bring the children up to normal in eight months. One little girl has gained four pounds in three weeks, according to Mrs. Harris. Two of the students are now working on diets for their mothers.

VOTERS of Monrovia recently signified their approval of an enlarged and improved school system when they voted favorably upon a \$150,000 grade school bond issue. A six-acre site has been chosen for a new school building, and it will be one year at least before the structure will be ready for occu-

Notice of Examination

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco elementary schools will be held on Tuesday and Wednesday, December 21 and 22, 1926.

For further information and application blanks apply to office of the Superintendent, Department of Personnel.

pancy. The total vote cast was the largest ever recorded in a Monrovia school election. A. R. Clifton is Superintendent of the Monrovia schools.

MISS MABEL WOODBURY, dean of girls and Latin teacher of Redlands High School, passed away recently. She had taught school for twenty years and was one of the best known teachers in that vicinity. H. G. Clement, City Superintendent of the Redlands schools, paid her high tribute at her funeral and school was closed so that all students could attend.

THE NEW course of study for the Fresno city schools is now being used, and former courses have been abandoned. The material, which is now in the hands of the teachers, has been carefully studied and prepared under the direction of William John Cooper, former Superintendent of Fresno, now Superintendent of San Diego city schools. In presenting these courses, Mr. Cooper invited the teachers to make constructive criticisms so that changes may be made if necessary. Walter Hepner, Superintendent of Fresno schools, is adopting the same policies in education that Mr. Cooper had begun and placed on a sound basis. Many teachers worked on the committees in formulating the new courses, and their application is being watched with interest.

CHARLES E. TEACH, City Superintendent of the schools in Bakersfield, Cal., has been elected to life membership in the National Educational Association.

A BOND ISSUE of \$165,000 for school building purposes was voted favorably upon in Mountain View recently. Of this sum, \$150,000 will be used to build a new school building, and \$15,000 will be used for additions to a building already in use.

JEFFERSON Union High School District, San Jose, has bonded itself to the extent of \$100,000 for the construction of a new school. The present school building is said to be the oldest school in continuous use in the state. It was erected in 1857. The new school is to be ready in 1927, if present plans are carried out, and on the last day of its use there will be a celebration held in the old schoolhouse.

VOTERS in Siskiyou County have under consideration a proposal to establish a junior college, according to report. It has been announced by sponsors of the movement that there are 800 students enrolled in the high schools of the county, twice the number needed to support a junior college.

"WHAT AND WHERE NEXT?" is the theme of the new folder issued by the California Polytechnic School at San Luis Obispo, Cal. The school, of which B. R. Crandall is president, offers vocational courses for boys and girls. It is a free state school. The registration date was September 6 and information will be sent upon request.

ABEL T. WINN, for thirty years instructor in sciences in the Boys' High School in San Francisco, died recently in Petaluma at the age of 88 years. Winn taught from 1871 until he retired in 1901. He took his A. B. degree at Harvard in 1859. He was a veteran of the Civil War.

Hundreds of California Teachers Will Endorse This:

The following review of Compton's Pictured Encyclopedia appeared in *The School Parent*, official publication of the United Parents' Association of Greater New York Schools, Inc. This is a non-political, non-sectarian federation of Parents' Associations and Mothers' Clubs in the public and private schools, whose object is the welfare of the schools of the city of New York. The review appeared in the issue of October 2, 1926:

COMPTON'S PICTURED ENCYCLOPEDIA is in many ways far superior to all other juvenile compendiums of knowledge. Its appearance and legibility are conspicuously attractive and its illustrations are clear and up to date.

The print is larger than most other encyclopedias, as well as very clear, in order to avoid unnecessary eye-strain. The maps deserve especial comment, as they are larger and more recent than usual. Besides political maps there are many fine relief maps with excellent explanations.

The subject matter is alive. It is presented simply, so that children may not be puzzled by new and hard words or long, involved sentences. Everything that needs illustrating has an attractive and artistic picture near by which is identified and explained by the text.

Scientific subjects are well treated, so that anyone can understand without difficulty. Even a piece of machinery becomes lucid to the juvenile mind when explained intelligibly.

Stories are charmingly told and there are many examples of each author's works following his biography. The animal stories are new and delightful—just the sort that are always attractive to children.

An added feature is a collection of study outlines in the last volume. These outlines are guides to the study of every branch of knowledge. Bibliographies are provided, arranged according to age, from the simple to the more complex books.

In short, its editors are educators who have carried out the best educational ideas, so as to make the books attractive, as well as advantageous to youth. No one having such a set can fail to use it, and using it, must learn, and grow. Parents should be grateful that they can place so much fine, educative material before their children within the limits of a few volumes.

Many California Parent-Teachers Associations have bought Compton's Pictured Encyclopedia for their schools. It makes a useful, enduring and welcome present to any school. Fine for Christmas. Price to schools, \$55.00.

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DEAN OF SCHOOL WOMEN

By A. J. CLOUD,
Chief Deputy Superintendent of Schools
of San Francisco

ON SEPTEMBER 26 last, at the dedication of the new Sanchez School in San Francisco, one of the guests seated on the platform was Mrs. Elizabeth K. Burke. Before the close of the formal program, Mrs. E. J. Mott of the San Francisco Board of Education, who was presiding, presented Mrs. Burke to the audience as the "dean" of school women in San Francisco.

Mrs. Burke addressed the audience, fixing in one's memory an ineffaceable picture of a woman small in stature but mighty in spiritual grace. In a clear and unwavering tone, notwithstanding her ninety years of age, she exhorted her listeners to cherish a supreme regard for the teacher as the chief benefactor of the race. She declared that her faith in the efficacy of education had become even stronger in her latter years than in those earlier days during which she had devoted fifty-three years to the teaching profession.

Mrs. Burke's message made a profound impression. The scene was one that shall not soon be forgotten. Less than a month from the time mentioned Mrs. Burke answered the roll call in the other world.

AGENCY HEAD RETIRES

C. M. ROGERS, who for some years has been engaged in placement service of teachers, has recently given up the work. During the past two years he has conducted the Coöperative Teachers Agency of Berkeley. He was also for two seasons manager of the placement department of the California Teachers Association, and before that organized and managed a private club for securing teachers positions. In all his experience in this line,

extending over some eight or ten years, it was Mr. Rogers's purpose to render teachers an economical and efficient service. He made a considerable number of friends and received the hearty coöperation of rather a wide group of teachers. Many, therefore, will be surprised and regretful to learn that this inexpensive service did not succeed and that his active coöperation in "job-getting" is no longer available. It would appear that cheap placement service for teachers is impossible unless sponsored by some authoritative institution. One of the old-line commercial agencies has bought Mr. Rogers's records so that these will be available to his former members who wish service.

SCHOOL BUILDING PROGRAM

THE SCHOOL building program and the spending of \$325,000 for elementary and \$460,000 for high schools in the city of San Bernardino, where C. R. Holbrook is Superintendent, was a feature of American Education Week in that city. The Board of Education issued an official statement to citizens concerning the school building program, and special invitation was extended to the public to inspect the work that has been done.

One of the features of the school building work in San Bernardino is that practically all building material and labor comes from within the community. The Mexican children and their needs have received attention, as 24 per cent of all elementary school children in that city are Mexicans, and an earnest effort is being made to make them good citizens.

DURING the celery and asparagus seasons the enrollment of the Antioch schools almost doubles each year.

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It is easily seen that when Thomas M. Boyd of Hamilton, Ohio, came to the conclusion to seat the nation he started a man's size job—one that compelled him to gather together a large group of men skilled in nearly every sort of human endeavor; the artist and the artisan, the college professor and the woodsman, the men of iron and steel, from foundryman to polisher, the disciplinarian, engineer, business man, lawyer, doctor; the man who cares naught for money, works for art's sake, and the man who knows all about money and counts that day lost when the concern is not advanced to a better and stronger financial position.

At one time it is actually true nearly every one seemed to make a seat or two, but of factories that earnestly delved in seat-making there were really none. Under the then conditions, seats were bought largely within three or four months of the year. Statistical compilations of demand were nonexistent. The industry was chaotic and the problem of supplying an intensely seasonal demand in the absence of data permitting the building of an intelligent, economical, and continuous manufacturing program seemed to be a problem impossible of solution.

To cut and gather and season and dry and prepare the woods, and to fashion and assemble and pack and ship millions of seats in three months involved too large an economic loss, too great a drain on the nation, and these conditions which generally existed had to be met and solved.

In order to do so one had first to buy the factory, patent rights, and goodwill of nearly thirty of the larger seat-makers, who had other lines of business as well. This was finally worked out in a practical manner. There are still many manufacturers of public seats, but by far the largest concern today is the American Seating Company, of which Thomas M. Boyd is the president, and the real genius of the business.—*Atlantic Monthly.*

A JUNIOR college is to be added to the Salinas Union High School District. Twenty-nine students have signified their intention of registering for work and the school board of trustees has included \$10,000 for this addition to the educational system in this budget of \$123,000.

STUDY IN INDIAN LIFE

THE University of Iowa *Extension Bulletin*, March 1, 1926, is a "Course of Study in Indian Life" by Frances R. Dearborn, supervisor of third and fourth grades of study department, Los Angeles city schools; Ernest Horn, professor of education and director of the university elementary school, college of education, University of Iowa, and Georgia M. Brown, principal of William H. Belknap School, Louisville, Ky. Miss Dearborn is given credit in an "Editor's Note" for much of the work. The note declares that "Most of the work on the bibliography, as well as the details of the plan of working out the problems, was done by her."

The plan and purpose of the outline is stated in the introduction: "This whole course of study is based upon the idea that certain things were true about the Indians and that these truths explain why the Indians are as they are today . . . It is not to be used as a formal outline to show how Indian history may be taught in a logical manner. It is not a set program of procedure which must be followed. This course is an example of one way in which problem-projects may be carried through in the mental, the physical, and the social activities of little children. And it represents the real procedure of a real group of children working under the guidance of a teacher who constantly tried to keep the interests of the children in mind, to direct their curiosity toward worth-while problems."

Problems, teachers' and children's references, outlines, lists of pictures, and a very full bibliography are given. The 74-page pamphlet is illustrated with photographs taken of children who were actually engaged on the project at hand. The course may be obtained from the University Editor, Iowa City, Iowa.

DELEGATES from Amador, Butte, Calaveras, Colusa, El Dorado, Glenn, Lassen, Nevada, Placer, Plumas, Shasta, Solano, Sutter, and Sacramento counties met in Sacramento recently to attend the sessions of the Northern California Elementary Principals Association, of which District Supervisor Warren T. Eich of Roseville is president.

THE NEW \$592,991 union high school in Richmond, Cal., where Walter Helm is City Superintendent of Schools, is to be completed in fifteen months, it is reported.

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Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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"NOTHING TO REPORT"

[ALASKA EDITOR'S NOTE.—The following monthly report was submitted by Alexander MacIntosh, teacher of the Territorial School, at Kiana, "well within the Circle; five hundred north of Nome." The report accompanied the regular statistical report on attendance and other matters, and was forwarded in compliance with the request for a statement regarding school news and general community activities for which purpose these report blanks are sent to each teacher at the time that general report forms for the year are forwarded from the office. The report was dated on October 31, and reached the office January 11, thus bearing out the assertion that Kiana has "a half dozen mails a year."]

MY DEAR MR. COMMISSIONER: Lest I be haled into court, I return these blanks you sent me, though there's nothing to report.

Three white men live in Kiana; all the dam-sels dusky be—and the mighty Kobuk rolls and rumbles to the sea. The diggings are located some twenty miles away and when the miners come to town they stay about a day. So, there's nothing in the social line, unless a native dance; for activities communal there isn't half a chance.

At Christmas time the miners make a point of coming down and we see there's a Christmas for every kid in town. The native son's not provident—home mission's the word here; and Santa comes when needs be, most any time of year. We'll stage a Christmas evening, another, too, maybe; the school must find the program—none to vary it, you see. Lest infliction of our ego on our friends might seem absurd, ours is the old Greek motto, "Ouden agan," is the word.

The Kobuk was stampeded along in ninety-eight but they didn't make the diggings pay, I much regret to state. Now they're finding hundred dollar slugs which prosperous days may mean, though to date there seems to be excess of gravel in between.

There is something of propriety in this "Kiana" name, and to the native Eskimo be credit or to blame. Kiana means, "I thank you"; they are grateful, it may be, to their heathen gods for all the game and fishes from the sea. So the town was named Kiana to honor Kobuk's belle, though the lady's genealogy is mighty hard to tell. She can shoot and trap and mush the dogs and giggle goo with glee—while the mighty Kobuk River rolls and ripples to the sea. Frozen fish she dips in seal oil with a daintiness most rare; licks her fingers clean from "ooksuk" or wipes them in her hair. You can hear Kiana coming; mission hymns the echoes swell; and the songs of Harry Lauder seem to serve her just as well.

I've a cabin on the river bank, a cabin built of logs; a little cache set up on poles beyond the reach of dogs; and a million-dollar view of stream and mountain so sublime, which the chief assures me stood for years and may stand for some time. This is well within the Circle, five hundred north of Nome; a half dozen mails a year; we seldom hear from home; but we'll snare the festive rabbit with a wire or a string and possess our souls in patience 'til the ice runs in the spring.

I may not fill these blanks each month; there really is no news; winter fish this year has failed us; there is no one cooking booze; but the percolator's perking and we brew a pot of tea; and—lest we should forget it—Kobuk's rolling to the sea.—From Alaska School Bulletin, February, 1926.

MISS GLADYS ENGLISH, formerly librarian of the Piedmont High School, has gone to Chicago, where she is now librarian at the headquarters of the American Library Association.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

State Librarian Visits Libraries

PRIOR to attending the fiftieth anniversary conference of the American Library Association at Atlantic City—Philadelphia, October 4-9, 1926, Milton J. Ferguson visited Louisiana, Atlanta, and Washington, D. C.

The League of Library Commissions is directing an experiment in library extension in Louisiana which is financed by the Carnegie Corporation. As president of the league Mr. Ferguson is deeply interested in the progress of the extension work being done in Louisiana by Miss Essae M. Culver, executive secretary of the Louisiana Library Commission. He found conditions very satisfactory. Several parish (county) libraries have been established. The prospects are also good for the establishment of a library in Jefferson Davis Parish in November. At that time an election will be held to vote an annual library tax on the parish equivalent to a dollar per capita for a period of ten years.

At Atlanta Mr. Ferguson visited the public library and library school. The school is affiliated with Emory University. The students must be university graduates. The school is partly supported by Carnegie funds.

The recently erected State Library and Courts Building in Sacramento will soon have to be equipped. With this thought in mind the Library of Congress at Washington and other large libraries were visited. Among these were the New York Public Library, Cleveland Public Library, and the new public library building in Philadelphia, which is one of the most expensive library buildings in the United States. The Cleveland building, which has been occupied for only about a year, is distinctive in many features. Its designers have not hesitated to adopt plans which depart rather radically from usual library practices. The result is a building of great interest and beauty.

From New York Mr. Ferguson went to Atlantic City to attend the meeting of the American Library Association. He delivered an address at the general session on October 8. The international aspects of the conference gave it unusual interest. Sixteen or more countries were represented by eminent librarians. Two international sessions were devoted to addresses by librarians from England, Scotland, France, Russia, Belgium, Norway, Germany, Japan, and China.

The conference spent one day at Philadelphia, where the American Library Association had its origin fifty years ago. R. R. Bowker and Melvil Dewey, two of the original members of the association, addressed a large gathering at Drexel Institute telling of its beginning, development, and present status with predictions for the next half century.

The University of Pennsylvania and the American Library Association exhibit at the Sesquicentennial Exposition were visited. The library exhibit was probably the best ever assembled. A most distinctive feature was an electrically lighted sign, about 18 x 48 feet, showing by means of maps and lettering on one side the California library system and on the other the municipal library system of Cleveland.

The final stop was at Maryville, Mo., where a state meeting of teachers and librarians was held. There was an attendance of ap-

proximately one thousand. Mr. Ferguson addressed the librarians at a special session and the teachers and librarians at a general session. The librarians were particularly interested in obtaining information for a county library law that will be effective as over 50 per cent of the population of Missouri is rural.

Merced County Custodians' Meeting

THE CUSTODIANS of the branch libraries of Merced County were called together by County Librarian Minette L. Stoddard on October 7. All but one of the community branches were represented at the meeting, an excellent record. Besides the Merced County representatives, two women from Yosemite were present to make more evident the new connection between Merced and Mariposa counties, the latter having recently contracted with Merced for county library service.

The theme of the morning session was "Library Links," Miss Stoddard maintaining that each custodian was a vital link in the chain of complete service. Good talks were made by the "newest link," who had been in charge of a branch only a short time, one of the oldest "links" in point of service, a custodian who has served for sixteen years, and one who has been a part of the system for only three months. Each one had something interesting to contribute, whether from fresh inspiration of the work or from seasoned experience. The morning closed with a brief talk by Mrs. F. Radcliffe of Merced who has recently returned from a world tour. The point she stressed was the advantage that it is to any traveler to have had the advantage of reading good books on the countries visited before starting out on a trip. She praised the Merced County Library for the fine service that she had had.

Luncheon was served in the very attractive new women's clubhouse, recently made possible by combining the forces of all the women's clubs of the town. An interesting feature of the luncheon hour was the roll call at which everyone gave his name (or more properly her name—there was only one man present, the custodian with sixteen years' service record) and the location of the branch library cared for.

The talks in the afternoon were called "Reflections From the Outside." Mrs. O. A. Baker, president of the Merced Women's Club, gave the views of the clubwomen concerning the assistance they received from librarians. Mrs. George Robinson, newly elected P. T. A. president, spoke from the experience of an official of that organization and a mother. Miss Mabel Gillis, Assistant State Librarian, closed the afternoon session with a talk on the State Library and gave those present some idea of the way the California library system is regarded in other countries. This she had had good opportunity to hear at first hand, as several librarians from foreign countries had been recent visitors to the State Library.

The afternoon program ended early in order to give all the custodians an opportunity to visit the different departments of the library and to select new books to take home to their branches.

The Merced County Free Library, housed in a building of its own set in the midst of a

park, is an ideal place for the annual custodians' meeting. The day was enjoyed by Merced people and visitors from afar as well. Besides Miss Gillis, the librarians present from near-by counties were Miss Blanche Galloway and Mrs. Irene Bennett, Madera County, and Miss Bessie B. Silverthorn and Miss Amy May, Stanislaus County.

The Newspaper and the Library

THE SAN JOSE *Mercury-Herald* started a page recently in its Sunday section devoted to the Junior *Mercury-Herald* Club. A month ago 1500 children were listed as club members. It has seven branch clubs. Each one is a distinctive type and plans its own individual program.

Every Sunday a section of the paper is devoted to the activities and interests of the club members. The Junior Club conducts activities of every type for children, among them being literary and art clubs, and writing, drawing, and book review contests.

Effective cooperation between the newspaper and the library has been started by the preparation of a list of the best juvenile books by Mrs. Elizabeth Singletary, County Librarian of Santa Clara County, and its publication by the *San Jose Mercury-Herald*. A circular letter and the booklist were sent by the newspaper to the custodians of the county library branches requesting them to encourage the children to read and to enter a book review contest that the paper planned to conduct over a period of four weeks. So much interest was shown by the children in the book reviews that the time was extended. Some of the children's reviews were clever. The plan will doubtless help to encourage children to read good books.

Forty-Sixth County Library

ON OCTOBER 4 the board of supervisors of Mariposa County signed a contract under the provisions of Section 5 of the county free library law for service from the Merced

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County Library. In order that the residents of Mariposa County may have county library service without adding to the tax rate the supervisors cut the road fund five cents on each one hundred dollars and allowed this amount to cover the expenses of the county library.

Much interest has been shown in the establishment of both community and school branches. Miss Minette L. Stoddard, County Librarian of Merced County, has reported that seventeen elementary school districts of Mariposa County have joined the county library this month and shipments of books have been sent to them.

Joint District Meeting

THE EIGHTH and ninth districts of the California Library Association held a joint meeting on October 23 at Red Bluff. The two districts comprise thirteen of the northern counties. Miss Lenala Martin, County Librarian of Lassen County, is president of the eighth district and Miss Ellen Frink, County Librarian of Siskiyou County, is president of the ninth district. They divided honors in presiding at the meeting.

Miss Blanche Chalfant, County Librarian of Butte County, was leader of a round-table discussion of subjects of library interest.

Mrs. Alex McCullagh, wife of the chairman of the Board of Supervisors of Tehama County, gave most entertaining reviews of several books. She paid a fine tribute to her neighborhood as well as to the county library when she told of its use of the county library branch.

Mr. Ferguson, president of the California Library Association, told of the plan to hold the next meeting at Gearhart, a beach resort near Portland, Ore., on June 13, 14, 15. The meeting will be held jointly with the Pacific Northwest Library Association of which Miss Anne Mulheron, librarian of the Portland Public Library, is president. Early in December Miss Mulheron will visit the California State Library to assist in arrangements for the joint program.

Miss Edith Gantt, County Librarian of Plumas and Sierra counties, told of the library service she is giving under contract to the rugged county of Sierra.

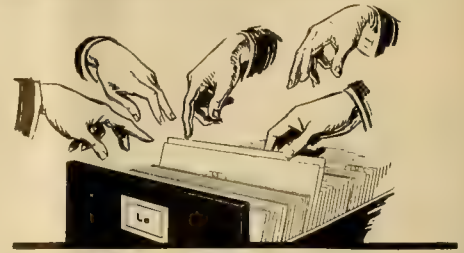
After dinner at the New Tremont Hotel an excellent talk on the Spanish land grants of Tehama County was given by County Assessor Zim P. Dyer. This was followed by talks on agricultural extension, forestry service, and the State Department of Public Welfare. Points of contact between these departments and the library were stressed. As hostess Miss Anne Bell Bailey, County Librarian of Tehama County, gave much pleasure to the visiting librarians by her thoughtful attention to every detail of the meeting.

Notes

MISS LILLIAN GUNTHER, for many years interested in library work in Texas, passed away October 11 after an illness of a year and a half. For some months before the Texas county library law was framed and passed Miss Gunther worked in California learning the methods used in this state and studying our law and conditions. Many California librarians who met her at that time will be grieved to hear of her passing. She had worked unceasingly for the spread of county library service in her own state.

THE ANNUAL reports of the School Superintendents of the counties having county libra-

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ries show that the combined school collections in the county libraries contain over 1,610,000 volumes.

OUT OF twenty-eight students in the School of Librarianship, University of California, sixteen are taking the course in county library law and administration.

MISS LENA B. HUNZIKER, for thirteen years reference librarian of the San Diego Public Library, passed away October 23. She had been ill for the past six months.

A SYSTEM of student control or citizenship training has been adopted by the Healdsburg High School. The plan was worked out by the vice principal of the high school, Edwin Kent. The entire faculty endorses the plan. The plan includes a merit system and the children learn their duty to themselves, to others, and to the community, state, nation, and world.

J. A. RAITT, Superintendent of Paso Robles Schools, had every teacher return to the Paso Robles system this school year with the exception of two. During the summer about \$20,000 was expended on physical education equipment and on the athletic field for the high school. Tennis courts, track, football field, basket-ball courts, dressing-rooms for boys and girls, showers, and bleachers were on the program.

SAN FRANCISCO teachers' institute and C. T. A. convention will convene in San Francisco December 13, 14, 15, 16. The chief speakers at the opening session will be Doctor H. V. O'Shea, professor of education, University of Wisconsin, and Doctor Thomas H. Briggs, professor of education, Teachers College, Columbia University. The sessions during the institute will consist of three types—general, departmental, and special section meetings. Meetings will be held in the Civic Auditorium, new High School of Commerce Building, and other convenient locations, according to Joseph Marr Gwinn, Superintendent of City Schools.

THE AZUSA (Citrus Union) High School, of which Floyd S. Hayden is principal, had a turf football field prepared this summer.

THE ONLY song birds not protected by law are the bluejay, butcher bird, English sparrow, sharp-shinned hawk, Cooper hawk, duck hawk, great horned owl, California linnet, and blackbirds in the districts north of Tehachapi. The blacklisting of the butcher bird and the great horned owl is of doubtful utility, for both, as a rule, do far more good than harm.

APPORTIONMENT of funds to the schools of Riverside County recently amounted to \$250,000. Elementary schools, including rural districts, received \$109,920, and high schools were allotted \$242,364.

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PRE-PRIMARY EDUCATION

By ETHEL WHITMIRE

CONNECTING children up with the universe—making them feel that they are subject to laws in the same way as the sun and moon—probably is the best description of the work of the nursery school.

One of these newest developments in pre-primary education is established in the State Teachers College at San Jose. In a delightful atmosphere children are really permitted to be children. And yet, each one makes his contribution to daily labor, even if it is only carrying his cup and saucer to the table, or combing his hair before eating. There is no putting things out of reach; no warnings of: "Go away, I can do it better without you," or "You are too little to have that."

Morals and proper attitudes are the first in this curriculum, according to Miss Marion F. Buttman, director of the nursery school. Neatness and control are subtly taught through many devices.

DIET AFFECTS CHARACTER

"Diet affects character," Miss Buttman said, painstaking in her discernment of the child needs. "Parents beg children to eat vegetables, saying, 'Will you?' or 'Don't you want to?' We set a goal for them and expect them to reach it. No vegetable objector holds out long when all the other children are conforming to our methods."

Little kiddies were walking up the stairs at one end of the room while we were talking. The stairs led nowhere, but the walking teaches proper coordination, one of the assistants explained. A bowl of goldfish, a coaster, a playhouse of cardboard, and a cupboard of toys were the equipment, except for a canvas bed where tired youngsters rested, and a round table where two-year-olds to four-year-olds had already set their places for the noon meal.

"Children learn at home on adult plane," went on Miss Buttman, who has had plenty of experience—for all her youthful years—at Columbia and in demonstration schools in New York and Brooklyn. "They are overstimulated and parents become irritated with them because they do not behave. Here they are in a child's world. They learn with other children, and with simple things that children love. We keep them in as light-weight clothing as possible, dispensing with sweaters. They are fed according to their height and weight. Spoiled children become smoothed out by other children, not by us. It is remarkable what grace, poetic feeling, helpful traits, and real unselfishness we see developed here."

ALLOWS NO VISITORS

Miss Buttman allows no visitors, keeping to her theory that children are too much with the grownup world. Parents are brought together for discussions after the hours of 9 to 1 and are given records of their children's attitudes, behavior, and physical condition. Proper psychological studies are made of each child to be sent on with them to the kindergarten and first grade. The chief concern is the child, first and last, and they are never made things of amusement for grownups.

Our interview ended because some youngsters wanted a packing case on which we were sitting for a bear's cave. In a corner a blue-eyed kiddie of two opened her bottle of milk for the mid-morning meal. A husky boy planted seeds in a flower pot, while another swept up sand in a dust pan. One could picture many homes where they would have been

considered too babyish even to think of such tasks.

As we left it was like closing a door on a glimpse of real childhood land. We became advocates of the nursery school in that half hour. What is it that Henry Williamson has just written in his sketch, "The Lone Swallows"? "Let the children spend the wild flower and the sunlight."

"The more they spend, the richer they will be. Like the migrants that return, so the impressions of childhood come back to us. The metal coin that they stamp with the die is false. I would have all the children of the earth spend the dandelions." The nursery school believes in that.—*From San Francisco Examiner.*

ELECTION RETURNS

HORACE M. COE, Superintendent of Schools in Imperial County, and L. S. Newton, Superintendent of County Schools in Siskiyou County, were reelected to office at the November election, according to reports from those counties. Following are results from other counties where the election of the County Superintendent was contested in August, thus causing the County Superintendent of Schools issue to reappear on the November ballot: Fred D. Patton was elected in Mendocino County; Roy Good was not a candidate for reelection. Mrs. Portia Moss was elected in Auburn, Placer County; Irene Burns was not a candidate for reelection. Miss Bertha Merrill succeeded Mrs. Cecil Davis Peck, not a candidate for reelection. Mrs. Elsie I. Bozeman was elected County Superintendent of Kings County. Mrs. B. A. Crabtree was elected head of county schools in Modoc County. Louise Clark was defeated in Sonoma County and O. F. Staton will take her place.

THE POINT-ER

HIGH SCHOOL students lead the world every year in brilliant ingenuity. The Point Loma Junior-Senior High School, San Diego, Pete W. Ross, principal, broke the speed limit when, in the first year of its functioning, the students issued a high school paper under the name of *The Point-er*, a twelve-page magazine, which was edited and printed entirely by the students. It was dedicated to the principal, who had made a famous success of a six-year high school in a section of San Diego that is in its infancy.—*Winship in New England Journal of Education.*

We all know Pete W. Ross, and he deserves the publicity.

ASSOCIATION TO MEET

THE THIRD annual meeting of the California Kindergarten-Primary Association will take place January 8, 1927, in Fresno. The following is a tentative program:

Saturday morning, 9 to 10:30, visit schools in Fresno; 10:30 to 12, round table discussions: (1) teacher training group, (2) supervisor group, (3) classroom teacher group, (4) student teacher group. Each of the above groups to have a leader.

Saturday afternoon, 1:30, business meeting, reports of committees, reports of delegates, new business; 6:30, a get-together dinner. Definite programs will follow later.

LOUISE CLARK, who has been serving as County Superintendent of Schools in Sonoma County, plans to study at University of California, Southern Branch, until September, when she will accept a position as teacher or supervisor.

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ABOUT BOOKS

STORY-BOOK TALES, by Mina Pearl Ashton. The author of this interesting little book is a primary teacher in Defiance, Ohio, and her experience has enabled her to take standard material and write it in simple vocabulary for beginners. The stories, which include old legends, rhymes, and fables, can be easily dramatized as well as read and retold by the little folk. The book contains cut-out material and is freely illustrated in color. (Beckley-Cardy Company, 17 East Twenty-third Street, Chicago. Price 70 cents.)

ADVENTURES IN STORYLAND, a primer, by Frances Lillian Taylor. This book commends itself to the teacher because it is not only practical and interesting as a supplementary reader in the first grade, but because the stories furnish a certain stimulation towards better behavior on the part of young citizens, though the stories are simple and entertaining. The children should find the stories exceptionally interesting, and the games and dialogues furnish material for a play element that is charming. The book follows the E. L. Thorndike word checking list, and a pre-primer word list is included. The colored illustrations by Clara Atwood Fitts are full of amusing action and delicate coloring that is appealing. (Beckley-Cardy Company, 17 East Twenty-third Street, Chicago. Price 60 cents.)

HOW TO WRITE AND HOW TO DELIVER AN ORATION, by Frederick Houk Law. Here is a practical book for students interested in public speaking. The method employed by the author is direct and simple, and it is handled in such a logical and interesting manner that mastery of the contents should not prove difficult. Every angle of preparing speeches and delivering them is touched upon in these eighteen chapters. The book is suitable for high school or college text. (G. P. Putnam's Sons, 2 West Forty-fifth Street, New York. Price \$1.50.)

A TREASURY OF VERSE FOR SCHOOL AND HOME, selected by M. G. Edgar and Eric Chilman. This book is correctly named, for it is indeed a treasure; favorites old and new for young and old are included in the something over 500 pages. The material is carefully indexed so that the reader may find the poem he wishes with the least possible trouble. Colored illustrations that are delicate and beautiful in their artistry were painted by Honor C. Appleton. The contents are in four main divisions: For the Littlest Ones; In Wood and Dale and Fairyland; In Realms of Gold; On Parnassus. Schools, libraries, and homes that are managed by lovers of the beautiful should not be without this book. Its practical value, also, is evident. (Thomas Y. Crowell Company, 393 Fourth Avenue, New York. Price \$2.50.)

LESS THAN KIN, a novel by Charles Caldwell Dobie. An intensely interesting story, the location of which is California. While the story interest should hold even the casual reader, the beauty and the style cause a pleasure that makes the book thoroughly worth while, particularly in the whirl of modern fiction, so much of which is sordid. There is a foundation of truth in the story, which many versed in California traditions and gossip will recognize. The characters are convincing and

finely drawn, and the heroine, Adrienne, in spite of certain phases of her heritage, rises to heights that give the reader a sublime faith in humankind. Those who have followed Dobie's progress in the realm of literature will be delighted with this, his latest, charming and beautifully written tale. (The John Day Company. Price \$2.)

CHILDREN'S READING, a Guide for Parents and Teachers, by Lewis M. Terman and Margaret Lima. Here are about 360 pages of material which explain from the mothers' viewpoint just what good reading is, why it is good, the differences in books and stories and children, and a list of books and authors is included. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

THE DECLARATION OF INDEPENDENCE FOR YOUNG AMERICANS, by George William Gerwig. Though this book is designed for use "up to and including high school age," it is so full of spirit and stirring patriotism that it is refreshing and inspiring reading material for any age. If the Declaration of Independence is just one of those things that have to be got through in order to graduate, then will the student be fired with its beauty, meaning, importance, and fundamental qualities, if he reads this volume which is just off the press. Here Freedom has true meaning, and the Declaration enters into the individual life of the reader. The book may be used in both history and literature classes. (George H. Doran Company, 244 Madison Avenue, New York. Price \$1.25.)

THE UNITED STATES, by James Fairgrieve and Ernest Young. This is Book IV of a series, *Human Geography by Grades*. The other books of the series are: *Children in Many Lands*; *Homes Far Away*; *The World*. The series is progressive in language and idea. This latest book is an intensive study of the United States, and each region and industry receives attention. This volume is not the usual cut and dried geography, but its sidelights on history and the quotations and interesting references make it a readable work of definite value and interest. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

THE APPLIED PSYCHOLOGY OF READING, With Exercises and Directions for Improving Silent and Oral Reading, by Fowler D. Brooks. This material is the outcome of many years of work among training teachers and of round-table discussions. It is nontechnical and presents the reading problem in such a manner that it is directly suggestive of the solving of problems on the part of the elementary school teacher. It should be particularly valuable to normal school students. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

UNITED STATES, ITS PAST AND PRESENT, by Henry W. Elson. An unusually interesting history of our country for high schools, with many pictures, colored illustrations, and maps. (American Book Company, 100 Washington Square, New York City.)

EDUCATION IN SOVIET RUSSIA, by Scott Nearing. A detailed, interesting volume by one who has studied Russia first-hand. (International Publishers, 381 Fourth Avenue, New York City. Price \$1.50.)

A MANUAL FOR HAND WOODWORKING, by DeWitt Hunt. A manual or guide for teacher and pupil, an outline of work to be done in seventh and eighth grades. Books 2 and 3 of the series cover the work of four years in high school. The volumes are practical and the material is practical and helpful. (Harlow Publishing Company, 217 North Harvey Street, Oklahoma City, Okla. Price: Book 1, \$1; Book 2, \$1.25; Book 3, \$1.50.)

BETTER ENGLISH THROUGH PRACTICE, by Alfred A. May. A compact book which offers actual aid to both educators and business persons as well as to any one interested in speaking correctly. (Globe Book Company, 175 Fifth Avenue, New York City.)

LIPPINCOTT'S NEW HORN-ASHBAUGH SPELLER. Complete Grades I to VIII. This volume is the result of years of investigations and study by the authors and incorporates the findings of a tabular analysis of 5,100,000 words of ordinary writing. (J. B. Lippincott Company, East Washington Square, Philadelphia, Pa. Price 60 cents.)

ASIA, a Short History From the Earliest Times to the Present Day, by Herbert H. Gowen. A wealth of material written in interesting style and charmingly illustrated. Includes appendix and index. (Little, Brown & Co., 34 Beacon Street, Boston, Mass. Price \$3.50.)

JUNIOR HIGH SCHOOL ENGLISH, by Thomas H. Briggs, Isabel McKinney, and Florence Skeffington. Books I and II. New editions of these popular English books. Material is social and individual and lays emphasis upon good citizenship. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price, Book I, \$1.12; Book II, \$1.20.)

READINGS IN CIVIC SOCIOLOGY, selected and edited by Edward Alsworth Ross and Mary Edna McCaull. A varied group of selections with inspiring national viewpoints, for college students and adults. Material collected from many modern, authentic sources. (World Book Company, Yonkers-on-Hudson, New York. Price \$1.80.)

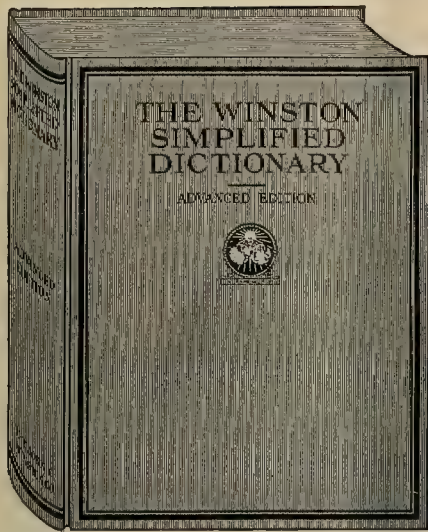
THINKERS AND DOERS, by Floyd L. Darrow. Material for elementary grade children which lays the foundation for the study of the sciences. The story of invention in primitive times to the present day is told and tied up with human interest by means of some biographical sketches which are apropos. (Silver, Burdette & Co., 39 Division Street, Newark, N. J.)

DRUMS OF MORNING, Inspirational Readings Chiefly from modern writers, edited, with an introduction and notes, by Henry Neumann. This compilation cannot help but leave the reader with a certain sense of beauty, of rest, and of inspiration. The selections are not only literature but they contribute certain social values that are necessary in the training of the human mind. Junior and senior high schools will find material of value in this compilation. (Little, Brown & Co., 34 Beacon Street, Boston, Mass. Price 80 cents.)

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DECEMBER, 1926



Williston L. Stuckey

Williston L. Stuckey is the District Superintendent of Huntington Park city schools. His interesting educational career began in Indiana, where he was born and attended the public schools and graduated from the Indiana State Normal School and the Indiana State University. He continued his educational acquirements at the University of Chicago for one year and attended three summer sessions at the University of California. His active career as teacher, principal, and superintendent has been spent at Redlands, Half Moon Bay, Hollister, and the last nine years at Huntington Park. (See article on page 10.)

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VOL. XXXII, No. 12

SAN FRANCISCO, DECEMBER, 1926

PRICE, 15 CENTS

THE TALKING BOOKS*

A Play for Little Children

By LENORE LOXLEY TRAYLER

CHARACTERS

1. A BEAUTIFUL GIRL.
2. A DAMP, SHIVERING BOOK WITH HOARSE VOICE.
3. A BIG GREEN BOOK WITH A WISE LOOK.
4. A SAD LITTLE BOOK WITH SOILED PETTICOATS.
5. A BROKEN BACKED BOOK.
6. A BOOK WITH A PAIN IN HIS TUMMY.
7. A BOOK WITH TURNED DOWN EARS AND CROSS VOICE.
8. A TALL, THIN BOOK.
9. JEWEL, A BLUE AND GOLD BOOK WITH SWEET VOICE.
10. A BOOK WHO WORE A RAINCOAT.
11. A FRESH, CLEAN BOOK.
12. A BOOK WHO FOUND CLEAN CHILDREN.

OTHER BOOKS WHO ARE LISTENING.

ACT I—SCENE 1

TIME.—Midnight. Large room lined with books and furnished with tables, chairs, and a big clock. Girl seated in arm-chair at right, facing bookshelves. Table with books near her. Clock strikes twelve. Girl awakes and looks around sleepily.

BOOK WITH HOARSE VOICE: "Oh, dear! I shall never be warm again."

GREEN BOOK: "Why, what is the matter?"

DAMP BOOK (*on shelf, nearly crying*): "You may well ask. A little boy took me home with him, and, as he had neglected to wrap me up, I was very cold. But the worst of it was that he dropped me in a puddle, and now just look at my clothes!"

SAD BOOK, WITH SOILED PETTICOATS: "That is very sad, but just hear what has happened to me. A little girl took me home with her and she laid me on the table with the food. Now all my pretty white petticoats are soiled with jam and butter, and I shall never look nice again."

ALL THE BOOKS (*indignantly*): "Oh, how careless she was! How very careless!"

BROKEN BACKED BOOK (*with moan*): "Oh, my! I think my back is broken. Oh, my! Oh, my!"

TALL, THIN BOOK: "Why, where have you been?"

BROKEN BACKED BOOK: "A big strong boy took me home with him, and he pulled me open so roughly that I heard a little crack, and I fear that I shall soon come apart."

BOOK WITH PAIN IN TUMMY: "How thoughtless

boys are! A little boy took me to his home, and when he went to bed he laid me on my tummy, and there I had to stay all night. You may know how very uncomfortable I was. I feel as though I had been turned inside out."

BOOK WITH TURNED DOWN EARS AND CROSS VOICE: "Boys are not the only careless ones. Two pretty little sisters took me home, and whenever they finished reading me they turned down my ears. They have now been turned down so many times I fear at any moment they may drop off."

SEVERAL BOOKS (*indignantly*): "I think that is a shame! Let us *never* go to the homes of any boys and girls again!"

JEWEL, A BLUE AND GOLD BOOK: "I am sorry to make *all* the children unhappy, even if *some* are thoughtless and cruel."

WISE, GREEN BOOK: "Yes, you are right. That does not seem fair."

TALL, THIN BOOK: "What shall we do?"

NEW, CLEAN BOOK: "I have been treated very well. The little girl who took me home was most careful. First she covered me with a white paper coat. Then she wrapped me in a big newspaper raincoat. The day was cold and stormy, but I was warm and cozy inside all my coverings."

FRESH, UNSOILED BOOK WITH HAPPY VOICE (*on table*): "I, too, have been very fortunate. The boy who took me home had little sisters and brothers, but he did not let them touch me. When he finished reading me I was placed high up on the bookcase, where I could watch their rough plays and not get torn or hurt. Just see how fresh and clean I look." (*Turns around slowly.*)

BOOK WHO FOUND CLEAN CHILDREN (*gay voice*): "I just loved the home where I went to visit. The people were so kind and loving, and the house was so clean. The little sister and brother who lived there never picked me up until they had washed their hands. I would hear a great splashing in the bathroom and they would come out all pink and rosy, with their hands all smelling of sweet soap, and then we would have our story hour."

NEW, CLEAN BOOK: "There must be some careful children."

FRESH, UNSOILED BOOK (*happy voice*): "We like to go to their homes; we have good times there."

BLUE AND GOLD BOOK, WITH HEART OF GOLD: "You know we were put in the world to make people happy. We can never make anyone glad or good if we just stay here on the shelves."

BOOKS (*looking thoughtful*): "That is true."

DAMP BOOK, WITH CHOKY VOICE: "But where can we find the homes of the kind, careful children?"

GREEN BOOK, WITH WISE LOOK: "I know! They are Miss 's pupils. She teaches them how to care for library books."

ALL THE BOOKS: "Let us all go to visit them!"

(*March off singing.*)

SONG: Tune of "Buy a Broom" or "Lassie."

We are going to find the children
The children
The children

We are going to find the children
Who are careful of books.

CHORUS:

Who are careful, who are careful,
Who are careful,
Who are careful,

We are going to find the children
Who are careful of books.

END

(Copyright reserved by LEONORE LOXLEY TRAYLER)

* This play appears in story form in Book V of the Modern School Readers by Ruth Thompson and H. B. Wilson, published by Harr Wagner Publishing Company.

TEACHERS MEET

SOME OF THE speakers at the Santa Clara County Teachers Institute, held in San Jose November 22-24, were: Will C. Wood, State Superintendent of Instruction; Doctor David Starr Jordan; John Louis Horn of Mills College; Miss Helen Heffernan, Commissioner of Elementary Schools; Joseph E. Hancock, Santa Clara County Superintendent; John L. Menab, San Francisco attorney; Walter H. Nichols, principal of the Palo Alto Union High School.

G. Spencer Macky of the California School of Fine Arts was one of the art instructors at the teachers' institute held in Sacramento for the city and county teachers of Sacramento County during the first three days of the week of November 22. Those who presided at the various meetings and others on the program included: Robert E. Golway, County Superintendent, and Charles C. Hughes, City Superintendent of Schools; Helen Heffernan, State Commissioner of Elementary Schools; Frederick M. Hunter, Superintendent of Schools of Oakland; Doctor William Burdick of Sacramento Junior College; R. J. Werner, State Commissioner of Secondary Schools; F. O. McCormack, principal of the San Juan High School; Doctor William W. Proctor, Stanford University; J. R. Overturf, Assistant Superintendent of Sacramento City Schools; Mrs. Mabel F. Gifford, Assistant State Superintendent of Schools; Doctor Frederick Woellner, Southern Branch of the University of California; Mrs. Grace T. Johnson, California Drama Teachers Association; J. Lawrence Seymour, Sacramento Junior College; Miss Marietta Voorhees, Roosevelt High School, Oakland; Miss Meridel Le Sueur, Sacramento; Walter Murray, J. Oakey, and Miss L. Fabbri.

PRIZES FOR WILD FLOWERS

APRIL 20 AND 21 are the days appointed for the annual flower show of the California Wild Flower and Spring Blossom Association, according to announcement of Katherine Chandler, first vice president and director of the show. The show will be open to the public and will be held in the Native Sons Hall, San Francisco.

Schools are invited to gather flowers typical of their locality and send them for the exhibit. Many prizes will be awarded for those making the best showing. An effort may be made to classify the flowers according to region; for instance, the desert flowers, coast flowers, mountain flowers. If this is done every school will have a better opportunity to exhibit the flowers of its district.

Last year there was much interest in California, and even in Oregon and Washington, and many schools competed and won prizes. Books and silver vases will be among the awards, it is said.

All flowers must arrive by April 19 at the Native Sons Hall. Directions for wrapping and sending or further information may be obtained by writing to Katherine Chandler, 113 Duncan Street, San Francisco.

Alice Eastwood, botanist of the California Academy of Sciences, is president of the California Wild Flower and Spring Blossom Association.



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HUNTINGTON PARK HIGH SCHOOL

By WILLIAM M. CULP

"The City of Perfect Balance" is the slogan of the Huntington Park Chamber of Commerce. It is apt, for in this city, an adjacent satellite to the all-spreading Los Angeles, beautiful homes plus industries are a combination that lead to whole-

some development. Located five miles east from Seventh and Broadway, Los Angeles, and eighteen miles from Southern California's famous beaches, Huntington Park is ideally located. Through carlines and main truck and passenger boulevards between Los Angeles Harbor and Los Angeles pass through Huntington Park, making it centrally located in boat and rail transportation.

In 1920 the United States Census gave Huntington Park a population of 4513. Today Huntington Park has a population of 32,084, an increase of 600 per cent. And this population is 100

per cent American of the white race.

The motto, "The City of Perfect Balance," applies in its application to the school system of Huntington Park, for it is a dual system, an educational system of perfect balance. In charge of a \$2,250,000 high school plant situated on a campus of twenty-three acres and attended by 2300 is K. L. Stockton, principal of the Huntington Park Union High School. This school offers complete courses in music, art, drama, concerts, plays, and manual arts. A junior high with five buildings on fifteen acres of ground, which includes a park, playground, and swimming pool, is also under Mr. Stockton's direction. In charge of the elementary schools of Huntington Park is Superintendent W. L. Stuckey. Mr. Stuckey has seven grade schools, all housed in modern buildings, which are attended by 3600 pupils. It is this dual system coöperatively developed by Superintendent Stuckey and Mr. Stockton that has given the Huntington Park schools a ranking among the best in California.

THE HUNTINGTON PARK UNION HIGH SCHOOL

K. L. Stockton, principal of the Huntington Park Union High School, is a man of varied experience. He has had contact all along the line in the educational field. As a prominent student in college in both student body affairs and as an athlete, as a teacher, as a business man, as a member of a school board, and as a principal he has viewed education from its various approaches. Mr. Stockton's formal record is as follows:

Was graduated from Monticello High School, Monticello, Ind., 1908; Purdue University, Lafayette, Ind., 1912; graduate work in University of California, 1919 and 1920. Educational experience: Director of physical education and mechanical arts at Whiting High School, Whiting, Ind., 1912-1915; president of Board of Trustees, Ralls, Texas, 1915-1918; member of faculty of San Bernardino High School, 1918-1920; principal of San Bernardino High School, 1920-1924; principal of Huntington Park Union High School, April, 1925, to date.

Huntington Park Union High School is located six miles from the heart of Los Angeles, bordering the industrial section of Vernon and the central manufacturing district. The district is composed of the grammar school districts of Vernon, Maywood, San Antonio, Tweedy, Laguna, and Huntington Park and is situated in a close, compact area of approximately nine miles square. The valuation of this district in 1922 was \$27,33,883; in 1926 it was \$75,531,810.

The population of this community is composed very largely

of business and professional people whose connections are within the city of Los Angeles or are associated with the industries of the community. Because of this fact the student body is very homogeneous and the school has practically no foreign problem of any kind.

The school plant is located in the city of Huntington Park and consists of the Administration Building, Liberal Arts Building, Practical Arts Building, Manual Arts Building, Auditorium, and two gymnasiums, as well as splendidly equipped tennis courts and athletic field. The equipment is second to none in the state. Special mention should be made of the equipment in the following departments:

Art.—Within this department can be made all the scenery for the high school stage; a pottery department is completely supplied with a kiln and all other facilities used in this particular field of work.

Mechanical arts department is composed of a well-equipped auto shop, forge shop, electric shop, print shop, wood shops, mechanical drawing rooms, machine and pattern shop.

Physical Education.—Separate gymnasiums for boys and girls, equipped with two large basket-ball floors, indoor swimming pool, outside facilities consisting of eight cement tennis courts, turf athletic field with splendid running track, and well-equipped bleachers.

Besides the above-mentioned departments, well-equipped laboratories are provided for science, home economics, and commercial departments. There are all necessary recitation rooms for the regular academic program of the school. The valuation of the plant and equipment is conservatively estimated at \$2,250,000.

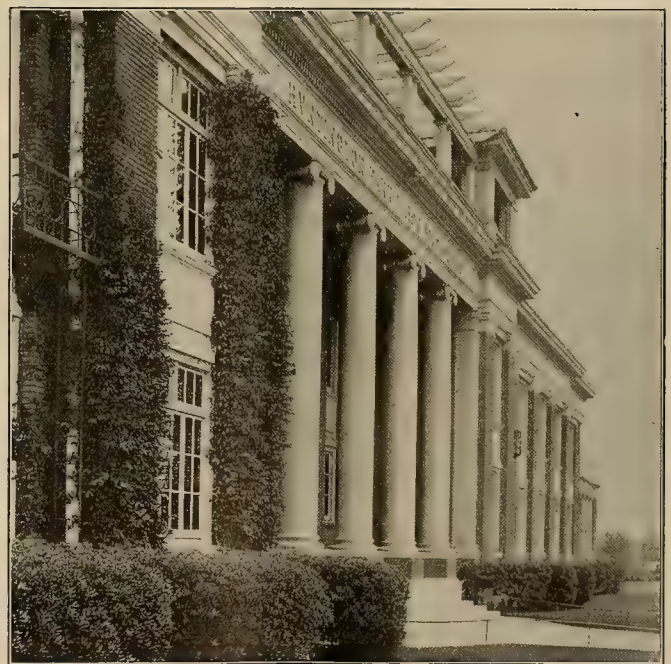
Huntington Park Union High School was organized in 1909 with an enrollment of thirty-five students and a faculty of six teachers. The enrollment for the present school year is approximately 2300 students, and the faculty numbers 109.

During the last year and one-half, under the direction of the present administration, several distinct items of reorganization have taken place, chief of which might be mentioned the following: During the year 1925-1926 the course of study was reorganized to meet the particular needs of our community, the aim being to organize the course of study into three distinct groups—college preparatory, high school graduating, and those who attend high school part time.

Besides the reorganization of the course of study, during the year 1925-1926, definite steps were taken to institute a program of character training. Students were graded on certain



K. L. Stockton, Principal Huntington Park Union High School.



Huntington Park Union High School.

fundamental characteristics which are desirable in all American citizens. The aim of this training is to bring the teacher and student together on a discussion of these vital questions of character development.

This year a well-organized plan of advisory groups is under way. The purpose of this work is to make it possible for each boy and girl in the high school to receive some definite instruction and guidance in selecting his life work.

A department of research and guidance has been established to bring this work to the business and professional men of the community through the several service clubs, the object being to make it possible for boys to receive guidance in the selection of their life work through men who are actually following this line of work.

The location of the Huntington Park Union High School makes the problem of industrial education of paramount importance. As a beginning of this branch of school work, a co-operative course has been organized with the opening of school in September whereby students can receive practical instruction in industrial trades while on production within the plants of the community and at the same time receive academic training in the school. This program is organized to alternate weekly, one week on the job and one week in school.

The evening high school was organized in 1924 with an enrollment of 521. It has grown until the prospective enrollment for 1926-1927 has reached 2500. The courses in the evening high school have been organized to meet the particular needs of the community and consist of forty-three subjects.

NATIONAL THRIFT WEEK

NATIONAL THRIFT WEEK will open this year on Monday, January 17, and continue for one week, final day being January 23. This season will be celebrated as the tenth anniversary, with special features, which will be the emphasis on "measure yourself" according to the ten principles upon which the movement is based. The readers of this magazine may secure free a calendar poster and other literature giving all facts, dates, and daily topics regarding National Thrift Week by sending a postcard to the National Thrift committee, 347 Madison Avenue, New York City.

The second annual Benjamin Franklin essay contest open to high school students will be a feature of the program this season, according to announcements being sent from headquarters to all high schools in the United States. Cash prizes

totaling \$500 will be awarded in amounts of \$250, \$150, \$75, and \$25. According to the rules the cash awards are to be given to the school funds of the successful students, and the authors of the twenty-five best essays submitted will receive Franklin medals from the International Benjamin Franklin Society, New York, which also provides the capital cash prizes.

In response to the demand for thrift materials from teachers for helps in classroom work, a special teachers' thrift package has been prepared containing posters, budget books, outlines of thrift programs, thrift plays, etc., which is offered at \$1, just about covering cost of materials and mailing. Many interested bankers will gladly furnish funds for these packages for all teachers.

MAGAZINE FOR CHARACTER DEVELOPMENT

"CITIZENSHIP Through Character Development" is the name of a magazine published by the School Committee, Boston, Mass. Joseph B. Egan, Harvard School, Charlestown, Mass., is the editor. The magazine is unique in that it serves one definite purpose, that of character development on the part of youth, because it takes no advertising, and because subjects, grades, special days, selections which serve the main purpose, all are employed in definitely useful fashion for the schoolroom. It is really inspiring to review the material and to realize how it touches so many phases of human effort. Many of the thoughts expressed are gems.

The magazine, which is arranged in practical order for school work, is published monthly from September to June, inclusive. The subscription price is \$1.50. Material in its fifty-four pages will be found to touch every side of school life. It is a magazine essentially for the guidance of teachers.

Joseph B. Egan, the editor, is author of a book on character training. The book, which is being published by the Winston Company, Philadelphia, will be reviewed later in the columns of this magazine. Mr. Egan also conducts a feature in the *Journal of Education*, Boston, called "Character Chats." These have been found helpful and interesting in school work.

HOTEL STOWELL

TEACHERS will be interested in knowing that the Hotel Stowell at 414-16-18 South Spring Street, Los Angeles, has been placed on the accredited list of the California Teachers Association. In a large city like Los Angeles, our readers, especially ladies, will appreciate a hotel that offers so many comforts and conveniences at a reasonable rate. It is in the heart of the shopping district, and the rates are from \$2 per day up. Many of the teachers make it their headquarters when visiting Los Angeles.

THE PART TIME HIGH SCHOOL of San Francisco, of which Doctor Leonard Lundgren is principal, has published the first issue of its new magazine, the *Loud Speaker*. The issue is dedicated to Alfred I. Esberg, president of the San Francisco Board of Education. The magazine is well planned, well edited, and well printed, and reflects credit upon Francis Ryan, editor-in-chief, and his staff.

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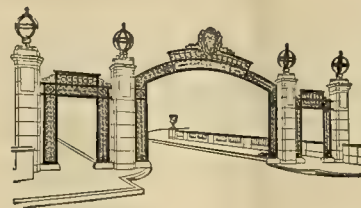
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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

BOYS AND GIRLS still grow up.

CURRICULUM is an ever-changing attacking force.

IN EDUCATION there has been just one constant factor—boys and girls.

EDUCATION in the United States was never so purposeful as it is at the present moment.

EDUCATION has become extremely purposeful, but the purposeful part has will-o'-the-wisp aspects.

ON THE STREETCARS in Denver one reads this statement: "Take it from me, Denver is the greatest place to live."

EDUCATION always has supposedly been a preparation for living, but not always for purposeful living.

PURPOSEFUL curriculum study is the vogue of the time. Denver, St. Louis, and Los Angeles have made outstanding contributions.

NO SCHOOL SYSTEM so small, no system so large, that is not evaluating its work in relation to educational theory and practice.

THE QUESTION is whether a pupil can get through his first six years of schooling, or his first nine, or his first twelve, without several changes of fundamental attack in his education.

THE FINDING out of individual powers, the developing of those abilities to the utmost, the enriching of curriculum to solve all cases, and the tendency toward individual instruction even in mass attack are general wide-spread movements.

IT IS INTERESTING to know that the forty-seven curriculum bulletins of the St. Louis public schools can be purchased from the St. Louis Board of Education. For subjects in which you are interested, write for list to E. M. Brown, Board of Education, 3431 School Street, St. Louis, Mo.

F. H. BAIR, Superintendent of Schools of Colorado Springs, is one of the big men in education in Colorado. Mr. Bair is a comparatively young school man, energetic, alive to educational problems, forceful, and in the shadow of Pike's Peak has the pleasant task of guiding the schools of a high-grade community, whose citizens are appreciative of good teaching.

DOCTOR J. T. WORLTON, Assistant Superintendent of Salt Lake City Schools, has lately received his Doctor's degree from the University of California. His thesis was on "The Homogeneous Grouping of Children," the result of an experiment carried out with four thousand pupils in Salt Lake City. Doctor Worlton is alive to the social science problems of the elementary schools and is doing intensive work along these lines in Salt Lake City now.

WILLIAM F. KNOX was appointed Superintendent of Jefferson City Schools, Missouri, this fall. A junior college has just been started at Jefferson City, with an enrollment of seventy-five. This junior college is free to any who desire to enter. The other junior colleges in Missouri do not all give free tuition. Of the five junior colleges in Missouri three were organized during the last three years. Mr. Knox, previous to coming to Jefferson, was Superintendent of St. Charles, Mo., schools, from 1921 to 1926. He received his A.B. from Drury in 1913 and his M.A. from the University of Missouri in 1921. In 1920-1921 Mr. Knox was principal of the University High School of the University of Missouri.

FROM LOS ANGELES to Chicago through Utah, Colorado, Missouri, and Illinois is a delightful trip in early October. California is just beginning to turn green after the summer's brownness. The Rocky Mountains have had their first winter snowfall. The autumn leaves have commenced to assume their gorgeous colors. Indian summer days have come in the regions east of the Rockies. Neither the heat of summer nor the coldness of winter are present. Railroad travel is eased almost into tranquillity.

A NEW high school manual has been published under the direction of C. N. Jensen, State Superintendent of Public Instruction of Utah. Mr. Jensen and his assistants are now working on a junior high school curriculum for the whole state. Consolidation of elementary schools has been progressing most satisfactorily for several years. Certification requirements for teaching in Utah for teachers trained outside the state have been raised to secure a certificate. An outside elementary teacher has to have had two years of college work, a junior high school teacher three years, and a high school teacher four years.

CHARLES A. LEE, State Superintendent of Public Instruction of Missouri, has had published an excellent state course of study on elementary subjects. This state course was formulated by the coöperation of the state department, with committees throughout Missouri. The main question affecting the public schools of Missouri at the present time is the question of finances. Mr. Lee is carrying on a campaign for the purpose of having the state share a larger portion of public education expenditure. Missouri is now undergoing an expansive school-building program. Many cities are erecting fine new school buildings.

KANSAS CITY, Mo., has recently approved a bonus system for teachers who are desirous of doing further educational study. One hundred dollars is allowed for any teacher, principal, or supervisor who presents a transcript showing at least four semester hours of work earned in a summer school in a standard teachers' college or university. Of more interest has been the adoption of the Sabbatical year of leave with certain remuneration following the absence. We quote from the regulation: "Any teacher, principal, or supervisor who has served six years in the public schools of Kansas City may, on application to the Board of Education of the Kansas City School District, and recommendation by the department Superintendents, be granted by the Board of Education leave of absence for one year of study, research, and investigation for improvement of herself as a teacher. In view of such study and research, the teacher shall receive \$20 per school month in addition to her regular schedule salary for a period of five years (fifty school months) immediately following such program of self-improvement, provided, however, that the total number of teachers granted leave of absence in any one year shall not exceed fifty, and provided further that in selecting teachers for leave, length of service, priority of application, and circumstances affecting the case shall be given consideration. In the event the number of teachers asking for leave of absence for a full year does not make the full quota allowed, the number may be filled by grant of leave for a semester. Such teachers will receive customary \$20 per month for two and one-half years, or twenty-five school months, immediately following such study or research."

PUEBLO, COLO., has the distinction of having two very able men in charge of her public schools. The town is divided into an East Side and a West Side, Districts 1 and 20. Of District 1 James H. Risley is Superintendent; of District 20, J. F. Keating is in charge. This is J. F. Keating's thirty-first year as a teacher and Superintendent in Pueblo. Of special interest has been the development of the West Side High School into an institution in which the academic courses and industrial courses have been run side by side. This high school is an outstanding success in this organization. The roots of industrial courses were started in 1880, when manual training was installed. At that time Pueblo was the first city west of the

Missouri River giving the subject, with the exception of Omaha. In 1898 domestic science and sewing were added to the grades. At the present time, in the high school, industrial courses are given with a thoroughness probably not equaled anywhere in the United States. This is the third year of their work in journalism. A good printing plant is furnished. Mr. Keating's schools have been departmentalized for some time. Two years ago the start was made in the platoon system. A first unit of a junior high school is now under construction. Pueblo, District 20, has seven thousand children, 240 teachers, and thirteen buildings.

James H. Risley, Superintendent of Pueblo, District 1, is carrying on an extensive curriculum revision program. Committees are at work, following the N. E. A. plan of approach. Reports are mimeographed in temporary form, with blanks in the back of each course, where the teacher can make suggestions of revision. A bond issue for \$462,000 has recently been accepted by the voters of Pueblo. A junior high school is to be provided out of this sum for the East Side. Mr. Risley has had an increase of 25 per cent in attendance during the last four years. At present in his district are five thousand pupils, 180 teachers, and nine school buildings.

MISS ROSE WICKEY has been appointed head of the department of curricular study of the Kansas City, Mo., public schools. Miss Wickey has been for years one of the strongest principals in the Kansas City system. She has her Master's degree from Columbia University and has recently done much curricular study with experts. She has just visited Denver and St. Louis and has been informed in detail as to their curriculum study procedure.

Miss Wickey sanely starts her curriculum work upon the best practices that have been developed in the Kansas City schools. She capitalizes the good that is already apparent. Wide teacher participation in the curricular study work will be insisted upon. Miss Wickey believes that the people close to the child and close to the subject work are the real school engineers. Miss Wickey believes that most of the creative work in our public schools is done by the classroom teachers. We quote from Miss Wickey:

It is desired and felt eminently worth while to capitalize all the good things that are going on in our schools. Our system would be greatly benefited if its best teaching practice were not only commonly known but also made available to all our workers.

In order, then, to help determine what is our best practice and to make it known and accessible to others we are asking each teacher in the city to think carefully over his teaching experience and to send in to the Superintendent's office what he considers to be his best piece of work. This may be in any subject and of any nature whatever—drill lesson, project, study lesson, development lesson, review lesson, appreciation lesson, laboratory experiment, plans for taking care of individual needs and differences, between-recitation work, checking-up measures and tests, methods of keeping records of reading (or other subject) progress, methods of using records, charts, graphs for stimulating work and watching progress, different ways of utilizing children's interests and experiences, successful experimental studies, and various other types of lessons and methods known and successfully practiced by our teachers.

Miss Wickey has thoroughly organized her work through committees, and within the year temporary monographs will be published.

THE TREMENDOUS curriculum program undertaken in St. Louis, Mo., by Superintendent John J. Maddox, under the direction of Walter D. Cocking, head of the department of curricular study, has resulted this last September in the publishing of forty-seven monographs on various phases of curricular subject-matter and procedure. Instead of hastily rushing into the new curriculum as it came from the committees, Superintendent Maddox determined on a period of assimilation and reflection. Consequently, these last five months teachers, principals, and supervisors have been digesting the subject-matter of the various monographs. Those interested have been requested to answer six definite questions. Some two thousand answers were received. The questions were: 1—I have read and studied the curriculum bulletin referred to above (one of forty-seven) and

find that the proposed course differs materially from the course now in use in the following points. 2—Compared with the course now in use, the proposed course seems to be less satisfactory with respect to the following. 3—Compared with the course now in use, the proposed course of study seems to be more satisfactory in the following particulars. 4—The successful introduction of the proposed course will call for the following equipment, material, and supplies not now provided by the Board of Education. 5—(a) I recommend to you its substitution for trial use without change, reserving for future such changes as may be found necessary after the test of the classroom has been made; (b) I recommend that the proposed course be rejected and given no further consideration; (c) I recommend to you its substitution for trial use with such changes as indicated on page 6. 6—I recommend that the following changes be made before this curriculum bulletin is released for trial use.

As Superintendent Maddox and Director Cocking conceive the work of curriculum building as a continuous process, the proposed courses have been continued as tentative only. They believe that after assimilation they should be put to the crucial test of the classroom use, and revised in accordance with adjustments resulting from such criticism and experimentation. Beginning the first of the year St. Louis will commence using her new curriculum bulletins in the classroom.

AS ONE TRAVELS over the United States it is as though one enters different pools of educational thought, deep at their center, with surfaces agitated by wavelets from surrounding pools. In the Chicago area the words of "Mastery Unit" is the key slogan of the hour. In the vicinity of Madison "The Contact" is the word; in Los Angeles "The Problem Method" is used. According to experts, Doctor H. C. Morrison of the University of Chicago, in his new book, has given a presentation of educational thought and process that is epoch-making. The "Mastery Unit" is the word he uses to describe a block of knowledge that can be considered as a concrete whole, which the student can approach from general data, which then is codified into a distinct problem on which tests of knowledge can be based. We cannot vouch that this is Doctor Morrison's definition of a "Mastery Unit," but from the sidelines we think that is what it is.

Critics have said that the "Mastery Unit" is a method of educational approach which Doctor C. W. Washburne has been using in lesser degree at Winnetka, and that Doctor Morrison has made it a working proposition to the 'nth degree power. The "Contact" system of Doctor H. L. Miller of the University High School, Madison, we understand makes provision for individual differences of students. To our mind a "Contact" could also be a perfect "Mastery Unit." But we were told by an expert that they were not the same.

Ely, King, and Stormzand of Los Angeles, in their "Study Guide to Problems in American History," have made a distinct contribution along this line. Their plan is neither that of the "Mastery Unit" nor of the "Contact," but combines features of both, and, as they call it, is a "Problem Attack." It is like Doctor Morrison's work in that it has divided all American history into thirteen main points of approach, which we think could be considered "Mastery Units," and they have a series of tests to check up in their labors. Like the "Contact" method, their whole "Study Guide" outlines a contact for the study of certain text. The charm of the Ely-King-Stormzand "Study Guide for Problems in American History" is that it is a carefully worked out problem approach to a specific body of material, and it aids for self-study. But that is neither there nor here—the words "Mastery Unit" will apparently be the slogan of American education for the next several years.

AN OUTLINE for dictionary study based on Webster's Collegiate Dictionary has just been published by G. and C. Merriam Company. The outline consists of exercises, which are really a course in the use of the dictionary. Origin of our language, pronunciation, illustrative examples of idiomatic phrases, hyphens, and varied information are all included.

The Western Journal of Education

HARR WAGNER, EDITOR.

RUTH THOMPSON, ASSISTANT EDITOR.

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NOTES AND COMMENT

By HARR WAGNER

C. A. STORKE of Santa Barbara has resigned his position as a member of the State Board of Education. The bookmen will miss his good-natured criticism of textual matter in school books. Mr. Storke's criticism, while technical, was usually based on fact, and the points he raised were usually accepted as correct by the publishers and authors, and the changes made. His frank and sharp criticisms, while not fundamentally important, were refreshingly honest from his point of view. Mr. Storke has the distinguished honor of being a Civil War veteran, with a record of battles, prison privations, and sufferings equaled by few men. While people may not agree with his political views or actions, it is certainly right and just that we respect a man who has a record like Mr. Storke and who has conquered the soil of this earth and has made it bring forth fruit in abundance.

SAMUEL T. BLACK, who was State Superintendent of Schools in California twenty years ago, used frequently the story of the shield to emphasize his point that there are two sides to every question. Of course this does not apply to sin or moral questions, but it does to political questions. Superintendent Black might have been accused of being on both sides (carrying water on both shoulders) and therefore failed as a progressive performer. The educational leaders of today, however, are in danger of looking only on the brighter side of the shield. They have the power, the voting strength, the sympathy and cooperation of Governor Young, the goodwill of the taxpayers and constituency that will put over a fine and progressive program. The danger is that school boards and school trustees will be eliminated or made mere rubber stamps.

Educational leaders will be forced to admit that public school education is a failure if we do not produce citizens capable of transacting the business of an ordinary unit of government with honesty and efficiency. Because one state board of education proved corrupt in handling certification, local county boards of education were created; because one district had trouble with volunteer janitor work, a general law was passed forbidding school children to perform this service free for the various school units of the state, thereby taking from the children the opportunity to do some real, honest, wholesome manual training work. General laws are usually rushed through because of one or two outstanding cases justifying a new law. Let us look at both sides of the shield. Progress may not be so rapid, but it will be safer. Taxpayers of the middle class are on the side of the shield that educational leaders have overlooked.

TWO YEARS AGO the writer was loitering around the walls of Jerusalem. The rocky slopes, the brown hills, the dripping rain, and the natural gloom that lurks in ancient places were not depressing. The Apostles' Creed may not appeal to the

modern scientific approach; neither does the Bernard Shaw iconoclastic dramatic criticism. However, on Christmas Eve the people of all nations (a very small group of less than a hundred persons in all) sang Christmas hymns in the Church of the Nativity at Bethlehem. The particular spot where the manger was in which Christ was born, the place where he was crucified, the exact spot from which he ascended from the Mount of Olives did not affect either the reason or the imagination. We stood in awe, however, before the idea that from out the environment of such a barren land—vast waste of desert sands that stretch in solitude for miles and miles beyond Mount Sinai—should come the man whose teaching, "Peace on earth, good will to men," is the foundation of our wonderful Christmas season in California and the United States of America in 1926, and whose philosophy of life and death represents the highest ideals of modern civilization.

HENRY CLAY HALL is dead. Teacher, philosopher, and man has passed, leaving behind him the story of a man who was a teacher. He never attained eminence. He failed in his ambition as a leader. His example, however, should influence the young men and women of this generation. Mr. Hall was not a conformist. He would not take orders. He could not work as a cog in a wheel, but he was an independent, thinking individual. We enjoyed his objections to a proposition more than we would an endorsement by any other man. He always made the other fellow stop and think. He was the highest type of a social democrat. His brother, George W. Hall, has served San Mateo City as Superintendent of Schools efficiently for many years, and his son is District Superintendent of San Bruno schools, San Mateo County. Henry Clay Hall, until a few months before his death, was the principal of Corte Madera schools and teacher in a night school in San Francisco. He was the father of a large family and for many years taught both in day and night schools. He did not live to enjoy the retirement salary, although he did splendid service in helping to get the present law enacted.

THE SAN FRANCISCO Principals Association at a recent meeting elected Thaddeus H. Rhodes as a delegate to the meeting of the N. E. A. at Dallas, Texas, February 27, 1927. All his expenses are to be paid by the San Francisco principals. In former days teachers paid their own expenses to professional gatherings, and boards of education frequently deducted the salary for the days absent. Times have changed for the better. The election of Thaddeus Rhodes is a distinctive honor. It proves to him that he has the respect and confidence of his associates and that, as a delegate, he will bring back to them messages of progress or retardation of achievements in educational work in various parts of the United States. Thaddeus Rhodes is one of the vigorous, outstanding men in the San Francisco School Department, and in the Francisco Junior High School is putting over an educational program that is attracting the educational leaders of the country.

THE DECEMBER issue of the *Sierra Educational News* has an article by George C. Jensen, director division of research, California Teachers Association, that shows the remarkable growth of the C. T. A. In 1918 there were 7224 members; in 1926, 27,923. The association has not only increased in membership, but in power and service. Under the immediate direction of Arthur Chamberlain and Mark Keppel it has taken the lead in better school laws, standardized professional ethics, better schools, and improved conditions for teachers and children. Much of the activity of the C. T. A. is along indirect lines—creation of public sentiment through publicity, such as the editorial in the December issue of *Taxpayers Association*. The C. T. A. deserves the support of teachers, advertisers, and public-spirited citizens.

RETURNS from Shasta County, which have reached this office, announce the election of Bertha Merrill as County Superintendent of Schools, and Edna H. Young was elected Superintendent of County Schools in Santa Cruz County.



State Street School, Huntington Park, California.

THE HUNTINGTON PARK ELEMENTARY SCHOOLS

By HARR WAGNER

THE GREATEST asset of any community is in the efficiency of its elementary schools. The State of California has recognized this fact ever since the days that John Swett campaigned throughout the state for more and better educational facilities. Southern California has been fortunate in the quality of citizenship that responds to efficiency in the schools and which gives the educational plant first place in civic development. Los Angeles County leads the nation and the state in its well-organized and efficient service in education, and Huntington Park ranks high as one of the most important units in the Los Angeles County system. Mark Keppel, the educational leader of the South, has commented favorably on the school plant and the economic and efficient administration of W. L. Stuckey, Superintendent.

Huntington Park is typical of the remarkable growth of the towns and the schools of Southern California. In 1905 there was not a school building in the acreage that is now within the limits of the district. The first building was erected in 1906. There were two teachers and fifty-four pupils. The place began to develop. People looking for attractive home sites, garden soil, and beautiful bungalows began to locate in Huntington Park. In 1918, when the present Superintendent was elected to the position he now holds, there were twenty-four teachers and three school buildings. During the past eight years the development has been very rapid and there are now 4380 pupils enrolled, 132 teachers employed, and eight school buildings. The assessed valuation of the district is \$27,000,000, and the value of the school property is \$1,500,000.

The president of the board of trustees is Fred M. McClung, who, in addition to his work for the schools, has the distinction of being the district governor of Rotary. Reba V. L. Leonard and A. F. Ullrich are the other two members of the board. These trustees are capable and are interested in every phase of educational work, and give to the Superintendent efficient co-operation.

It is therefore easy to understand how a progressive program has been maintained on standard lines. During the past year seven new auditoriums were built and five new buildings erected. A bond issue of \$370,000 has recently been voted. A telephone exchange in each school and a uniform time system with master clock service have been installed. A complete sprinkling system for all school grounds and athletic fields adds to the comfort, attractiveness, and convenience of the school property. The organization includes:

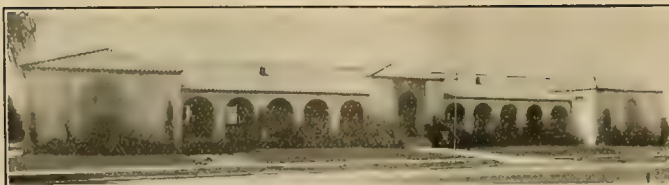
Supervisors—

General	Charles R. Denning
Kindergarten	Josephine O'Hagan
Manual Training	Walter G. Coombs
Physical Education	Ruth Tyler Brown
Penmanship	Evelyn Coughlin
Music	Genevieve Wood
Art	Pauline Gediman
Nurse	Esther L. Quarton
Dentist	Doctor Thomas Adams
Attendance	Thomas I. Quarton
	A. D. Stetler

Berton Merrill Jones is principal of the Irvington School, Lucille Smith of the Liberty School, Mary



Liberty Boulevard School.



San Gabriel Street School.



Irvington School.



Miles Avenue School, Huntington Park, California.

Louise Sherman of the Malabar School, Albert Redden of the Miles School, William Holmblad of the Pacific School, Ella L. Riese of the San Gabriel School, and Sherman L. Douglas of the State School. Each principal has a clerk and the entire system is organized on an efficient working program. The salaries of all teachers have been carefully standardized, and the conditions for living, working, etc., are such that there is a contentedness and spirit to excel which is seldom found in the average organization, whether a private corporation, a public utility, or a social service institution. This spirit is largely due to the leadership and personality of Superintendent Stuckey. There are Superintendents who have splendid vision, not only in planning a course of study, but in providing in advance lands and locations for a school plant. For instance, Superintendent C. C. Hughes has saved the city of Sacramento thousands of dollars in securing blocks and acreage to meet the growth of the city. Roy Cloud of Redwood City has saved that city many times his salary in wise purchase of lands for school purposes and building along economic lines. Superintendent Stuckey has likewise given the City of Huntington Park a wise, efficient, and economic administration. An illustration of this is especially noteworthy in the building of the auditoriums. The cost compared to the utility and the attractiveness is unusually reasonable. It is surprising that such splendid equipment for the schools could be secured for the amount of money Mr. Stuckey had for the purpose. It represents the maximum of efficiency with the mini-

imum of cost. Another illustration is the Malabar School. Superintendent Stuckey, with the aid of Arthur W. Angel, the architect, of Los Angeles, added wings and additions to an old brick building, modernizing the original building so that it will be of value for many years.

In the course of study the essentials are stressed and actual results in scholarship required. The pupils that enter junior high schools and senior high schools reflect credit on the elementary schools. A special class is maintained for working out an adaptation of the Dalton system. The children are not given formal class work, but individual work along the line of the child's interests. In fact, the entire system is alive, working, progressing upward and forward in its tendency.

Huntington Park is an attractive residential city. The streets are wide and lined with modern bungalows; trees, gardens, and flowers add to the beauty of each home. There are no Hollywood castles or old-fashioned East Side tenement houses in Huntington Park. A large majority of the people own their homes. They represent the "honest-to-God" Americans, who are neither rich nor poor, but who believe in children, schools, churches, and the home.

EMILE BUCHSER, principal of the Santa Clara Intermediate School, was elected president of the Santa Clara County Teachers Association at the closing session November 24 of the teachers' institute meeting at the State Teachers College. Other officers elected were Ira R. Abbott, principal of the Campbell Union Grammar School, vice president, and Mrs. Cecile B. Hall of the Los Gatos Grammar School secretary and treasurer.



Malabar Street School, Huntington Park, California.

INSTITUTE OF INTERNATIONAL RELATIONS

INTERNATIONAL goodwill and world peace through understanding and appreciation of problems of food supply, immigration and emigration, customs, labor, markets, economic factors, reciprocity, and educational development of the Pacific Basin were the major considerations of the first session of the Institute of International Relations, which met at Riverside Mission Inn December 5-12, with Doctor R. B. von KleinSmid, president of the University of Southern California, as chancellor, and Doctor K. C. Leebrick of the University of Hawaii as director.

"Voluntary or Compulsory, National or International Intervention" was one of the topics discussed at a round-table on "Pan-American Relations," dealing with Mexico, basis and ideals of Pan-Americanism, and Caribbean policies. Other discussion and address topics included "Chinese Nationalism," "Development of World Markets," "Race Relations," "Japan," "The Philippines," "The League of Nations," "Limitation of Armaments," and "A Permanent Court of Immediate Justice."

The famous bells of the renowned Mission Inn of Riverside resounded with a welcome to Western delegates to the institute, including Doctor J. P. Young, Doctor G. M. Day, and Doctor L. Egbert of Occidental College; Doctor Herbert H. Gowen, Dean Charles E. Martin, and Doctor Henry Suzzalo, formerly of the University of Washington; Dean Thomas F. Hunt, Doctor F. M. Russell, and Doctor I. D. Priestly of the University of California; Doctor Paul Harvey of New York City; Doctor Graham H. Stewart and Doctor Eliot G. Mears of Stanford University; President Coleman of Reed College, and representatives from Pomona, Southern Branch, California Institute of Technology, Redlands, Whittier, and other interested and influential organizations and institutions.

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HALLOWE'EN A CIVIC PROJECT

THE CIVIC CONDUCT of school children in Chicago, where William McAndrew is Superintendent of Schools, was tested by their behavior on Hallowe'en. The safe and sane movement was in progress in every school-room in Chicago for more than a month before October 31. Classroom discussion was directed toward the question of taxation and the burden that is laid on the parents of the child who willfully destroys property. The children were told: "You come to school, not for your own advancement, but for the same reason that one enters the army—to serve your country."

Free entertainments were provided that evening in 125 outlying moving picture theaters. Civic organizations, as well, entered into the movement of the Superintendent for a safe Hallowe'en. The board of education and park boards gave parties for the children. No child was allowed to go out until he had pledged himself to attend one of the entertainments that evening.

The result of this movement and the interest created made Hallowe'en in the city of Chicago one of the safest and most sensible observed in any city, and its value educationally was inestimable.

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By JAMES M. MALLOCH

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

MRS. AGNES MEADE was elected to serve as County Superintendent of the Yolo County schools, in place of Jennie Malaley, who had served in that capacity for eight years.

MRS. MARY PILLOT, teacher in San Jose schools for forty-eight years, passed away recently. Some of her former pupils were Doctor Henry Suzzalo, Julius Klein, assistant to Herbert Hoover, and Walter Bachrodt, Superintendent of City Schools, San Jose.

"THE PLACE of Schools in the Peace Program" was the caption of an article written by Richardson D. White, Superintendent of Schools in Glendale, Cal. The article was in behalf of observance of National Education Week and appeared in a local publication.

THE ELEMENTARY Principals Association, at its recent meeting in Sacramento, reelected the following officers: W. T. Eich, Roseville, president; J. J. Finney, Suisun, vice president; Miss Emma Von Hatten, Sacramento, secretary; Miss Henriette Huntington, Sacramento, treasurer.

THE NATIONAL Education Association will hold its sixty-fifth annual meeting in Seattle, July 3-13, 1927, it is announced. California teachers are planning to rally to the support of Seattle, as the teachers of the Northwest supported California when the association met in this state several times.

TEACHING MUSIC in the schools of Sonoma County has taken great strides under the leadership of County Superintendent Louise Clark. In 1924 Miss Clark engaged Florence Dow as county music supervisor. Since that time certain requirements have been laid down and followed. Music contests are held, orchestras are now in several schools, and every child in the county has the opportunity to know the delights of pure tone and perfect rhythm.

W. T. LOPP, formerly of the government schools in Alaska and now connected with the Hudson Bay Company, after spending several months in the Canadian Arctic, is now en route to London, England, to confer with his company. Mr. Lopp has been connected with the reindeer service in Alaska, and it is he who has helped to make the reindeer so valuable in the Northern wastes. He expects to return to the North via San Francisco.

THE Houghton-Mifflin Company, one of America's oldest and best-known publishing houses, having been founded in 1828 in Boston, has started work on a six-story structure in Chicago.

G. K. TOWNE, president of the University Publishing Company, Lincoln, Neb., has been a visitor in San Francisco. He was touring the West in the interest of his business and was accompanied by his local representative, R. H. Yankie. Mr. Towne is the publisher of the *Educational Digest* and of many modern school texts.

VIRGIL E. DICKSON, Assistant Superintendent of Schools and Director of Research and Guidance, Berkeley, Cal., will give a correspondence course in mental measurements beginning Tuesday, January 11, 1927. The course will be supplemented by radio talks over Station KGO every Tuesday at 5 p. m. for fifteen weeks. The course is accepted by the State Board of Education towards teacher's credential.

WALTER HEPNER, Superintendent of Schools, Fresno, has suggested to his teachers that they give frequent, brief reports of projects undertaken or completed in the Fresno system, that these reports may serve as a source of inspiration and suggestion to other Fresno teachers. The high second grade, under Mrs. McLellen, prepared a peep-box show and this was one of the first projects to be reported.

MRS. CLEONE BROWN, primary teacher in the Fresno city schools, was chosen this year to demonstrate primary music for the teachers' institute, which was held in that city recently. The children, under the direction of their teacher, presented a creditable program, which furnished ideas and suggestions for county teachers.

THE NEW Frank Wiggins Trade School in Los Angeles will be opened in February. Howard A. Campion is principal of the school. It is stated that this school will give Los Angeles the distinction of being the home of the largest and most finely equipped free public school of its kind in the United States. The curriculum will include the following trades:

Alteration of ready-to-wear garments; architectural drafting; automobile construction, operation and repair, vulcanizing, painting, electricies; beauty culture; nursing; bricklaying; plumbing; plastering; carpentry; millwork; cafeteria management; cooking; candy and pastry making; decorative arts; dressmaking; costume design; electric work; furniture making; pattern making; machine design; blue printing; painting, paperhanging, and interior decorating; machine shop; heat treatment; mechanical and marine drafting; millinery; power sewing machine operation; printing—hand, linotype, and monotype composition, cylinder, automatic, and platen presswork; binding operations; proofreading; editing and applied journalism; radio operation and construction; sign painting and showcard writing; steam heating and steam engineering; tearoom operation and management; telegraphy, wireless; welding, and ventilating.

MRS. FRANCES EFFINGER-RAYMOND, manager Pacific Coast and Orient office, the Gregg Publishing Company, has left for the East to be present at the annual conference of the executives of that corporation. During the week of December 27 she will attend the annual convention of the National Commercial Teachers Association. Mrs. Raymond is a former vice president of this association and a life member.

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FRESNO INSTITUTE

FRESNO, Madera, and Kings counties and Fresno City met in annual county institutes, together with the Central Section of the California Teachers Association, on November 22, 23, and 24 at the Fresno City High School. Steady rain did not dampen the spirit of the meetings, and the evening affairs and dinners were well attended.

The general session programs and the section meetings covered an unusually wide variety of subject matter, with outstanding people both from within the state and from outside to lecture.

Doctor F. W. Roman of the University of New York, who has been so well liked at other institutes this year, was one of the speakers. Honorable Will C. Wood, Superintendent of Public Instruction, gave the main address at the general session on Tuesday morning, and as usual there was nobody about the halls, everyone crowding in to hear him.

Miss Helen Heffernan, Commissioner of Elementary Schools, gave a clear and excellent discussion of "Tendencies in Elementary Curriculum Making," which is particularly helpful at this time with the effort that is being made to draw in the classroom teachers to help in the making of city and county courses of study.

Miss Doris E. McEntyre, who is supervisor of English and dramatics in the Oakland schools, and who is specially gifted in her work, spoke at the English section meeting on "Our Golden Opportunity in English Literature." She is creating or taking advantage of golden opportunities every day in the Oakland schools in a manner of interest to every English teacher.

Superintendent Mark Keppel of the Los Angeles county schools talked on "Some Things Teachers Ought to Know and Do."

Election of officers of the C. T. A., Central Section, took place Tuesday, November 23, with C. S. Weaver, Superintendent of Merced County Schools, elected president and J. H. Bradley of Lindsay, J. F. Graham of Lemoore, Walter R. Hepner of Fresno, and DeWitt Montgomery of Visalia elected as members of the state council.

The high school library was filled to capacity with exhibits of school books, supplies, and maps.

C. F. Weber & Co., who have recently opened a branch office in Fresno, were represented by W. L. Collins and R. S. Gilman. Their exhibit of school furniture displayed in the library showed examples of seating equipment for all sizes of children from kindergarten to high school.

The following bookmen were present with exhibits during all or part of the institute: G. E. Crowley, Macmillan Company; George T. Babeock, D. C. Heath & Co.; J. O. Tuttle and Fred A. Rice, Ginn & Co.; E. R. Colvin, Silver, Burdette & Co.; R. C. Hamilton, Allyn & Bacon Company; Charles W. Beers, Rand McNally & Co.; Charles Rodman, Sanborn & Co.; F. D. Jones, Jones Self Instructing Arithmetics; Mr. and Mrs. Clyde Jones, World Book Company; Mrs. R. E. Laidlaw, Laidlaw Brothers; Mrs. R. H. Yankie, Uni-

versity Publishing Company; Mrs. R. R. Whiteside, Milton, Bradley & Co.; Mrs. Aliee R. James, F. A. Owen Publishing Company; C. E. Duffer, Spencer Lens Company; Mr. Beckley, A. J. Nystrom Map Company; W. F. Gorrell, Stewart Supply Company; Frederic Corson, American Crayon Company; Miss Morris Wagner, Harr Wagner Publishing Company; W. L. Collins (in charge), R. S. Gilman, C. F. Weber & Co., Fresno branch.

Miss Sarah McCardle, Fresno County Librarian, maintained a table in the exhibit room for the school department of the county library in order to consult with teachers and principals about available textbooks and library service. Mrs. M. Fuller, head of the school department, was in charge and was assisted by Leta Weems, Mildred Wallace, Agnes Pearson, and Mrs. Ruth Lewis.

BENEDICTIO DESERTAE!

By ALICE RICHARDS HAND

WE ARE a little group of six, including "teacher," set down in a little dollhouse of a district school, far from neighbors, with the big Mojave spreading out in "limitless and desolate" distances about us. Limitless, yes; but "desolate" never! Only to the tourist hurrying through its precincts is our desert desolate, hostile! To us, who belong to her, she is forever friendly. We of the little red schoolhouse reach out to her unafraid, explaining with tender understanding her aridness, her barbed prickliness to casual approach; thrilling over her strange and interesting plant life; forever watching and communing with her shy and elusive animal life (rattlesnakes and tarantulas excepted), and rejoicing gladly in her more romantic aspects!

Not that we do not often suffer from her more savage moods, but here we are, born in her midst and likely to end our days with her, so why not love her and thrill to her mystery and magic? It was in this spirit that "teacher" explained to her little brood the solemnity and beauty of a benediction and offered them her inadequate but loving interpretation of the grace bestowed upon them from the mystic realm about them. They received it in whole-hearted appreciation. And what it may lack in poetical quality it somehow gains from the hushed and loving "rendering in chorus" given it by five little folks who recite it almost daily, standing before a tiny red schoolhouse and turning shining eyes to purple dreams that lie in the bare majestic mountains about them:

May the desert mountains rising—dark, aloof,
benign about you,
Bless your sun-hot eyes with shadows; ease your
weariness with quiet!
May the desert sunset, lingering, flooding pearl-
hued clouds with glory,
Warm the grey of life within you to an hour of
gold and crimson!
May the desert wind at evening, laden with mes-
quite in flower,
Stream against your heart and cleanse it, flowing
on to far-off ranges!
May the desert stars above you, burning myriad
friendly tapers,
Lift your spirit up to meet them, where they
dwell, all-wise, eternal!

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Children's Book Week

THE EIGHTH National Children's Book Week, from November 7 to 13, was celebrated this year in thousands of cities throughout the United States. Publishers and book-sellers, libraries and schools have emphasized more strongly and in more unique ways each year the idea of encouraging children to read more and better books and to own some of the finest of children's literature.

Through the interest of County Librarians, rural communities and schools have celebrated Children's Book Week during recent years with most gratifying results. By request a few have sent in reports this year.

The Tehama County Library had an exhibit at the main office of books for children and some books for parents about children's books. "Oberon, Otherwise Bill," by Laura Davidson of the Milwaukee Public Library, a story containing seventy-six hidden titles of children's books, was mimeographed and sent to all of the schools of the county. The teachers used the story in connection with their classes. It resulted in many requests from the children all over the county for titles found in the story. The Rural Supervisor in her visits to the schools during Book Week emphasized its significance and also spoke to a women's club on the guidance of reading for the young.

The various branches of the Kern County Library had unusually interesting book exhibits. At the Boys' and Girls' Branch in Beale Memorial Library Building, Bakersfield, which is the headquarters for the work with the children of the county, the library was made attractive to adults as well as children. Six different book exhibits were displayed. Among them were a "Newbery medal" table with a copy of each of the Newbery medal books and a poster explaining the significance of the medal; a "Macmillan" table, for which the Macmillan Company had sent a number of the original illustrations for some of their most beautiful juvenile books; a table showing "de luxe" editions of the most artistic productions printed for older boys and girls, while charming books for little tots adorned an adjoining table.

Bookmarks were given to the younger children, and a list of "Good Books for the Home Library" to the older boys and girls. Many parents visited the library and discussed juvenile books with the children's librarian.

"The Book Shop," a local institution which aims to carry only the best children's books, had a very attractive window display and advertisements in the daily papers calling attention to "Children's Book Week." It is being proved by this shop that parents are glad to buy the best books for their children if they know where they can secure discriminating help in their selection.

During the week a bibliography on "Child Study" was prepared by the Kern County Library of books on this subject, with special reference to the physical, mental, moral, and spiritual development of the child during the pre-adolescent period. The list was prepared at the request of the chairman of that department of the Parent-Teacher Association and was selected from the books in the Kern County Library, and therefore available for immediate use.

Humboldt County Library procured five

hundred "proofs" of the "Map of America's Making" for the teachers to give to the pupils for use in a book contest. During the week Miss Ida M. Reagan, County Librarian, gave four radio talks of five minutes each. The subjects she presented were "The Origin and Object of Book Week," "Old Editions in New Dress," "New Titles for Children From Five to Ten Years," and "New Titles for Boys and Girls of the Teen Age."

The *Library Link*, a monthly bulletin sent to the custodians of the branches of the Contra Costa County Library by the County Librarian, contained many timely suggestions for Book Week in its November issue. One was the spreading of the gospel of clean books through enacting in the schools the delightful little play, "What Happened to the Books?" The "Earn-a-Book" campaign was endorsed and the possibility of earning a book encouraged by the statement that four thousand Los Angeles school children earned and purchased books last year.

All branches were sent a rack of twenty new carefully selected books, with prices, for the children to see. Lists of books were left at each branch for the parents.

Madera County children had an unusually happy Book Week. At the main library the assistants built a very unique fence and "Gateway to Book Land," gayly decorated with book covers. A bewitching Mother Goose proved to be a staff member. She introduced the children to the new books and sang Mother Goose rhymes with Victrola accompaniment. The delighted children came by hundreds.

Book Week activities were worked out with the idea that the recommendation of a book by one child to another means a great deal more than having the same book praised by an adult. The teachers set aside a period during the week when the pupils could talk of the books they had read and why they would suggest that their classmates read these books. The high school group of the Camp Fire Girls gave book talks before the students of the Madera Union High School and prepared a list of books they could recommend to other students. One of the teachers produced a book play, having the characters dressed in costume. This was given before the assembly of the students of the entire school.

During Children's Book Week the Tulare County Library conducted contests in four of the larger branches. At two of them pictures of well-known characters from children's books were posted around the room in a favorite characters contest. The children were asked to identify them and, if possible, give authors and titles of the books in which they appear. At another branch the Book Party suggested by the *Bookman* was used. Children in the grades were asked to write an essay telling what ten characters from books they would invite to a party, why they would invite them, and what the characters would be likely to do at the party. The fourth contest was the Map of Adventure for boys and girls, in which the contestants were required to give authors and titles of books suggested on the map, as well as one important event in the story.

In every case splendid community coöperation was secured. School principals made the essay writing a school project. Women's

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clubs in two towns and the Kiwanis Club in another offered prizes, appointed committees for judging the papers, and presented the awards to the winners. In one town the Chamber of Commerce, centrally located on Main Street, donated its window for a display of children's books during the week. Two copies of the Ellis Book Week film were secured and used in two of the larger communities. Ministers spoke on the importance of good books in the life of the child. One minister devoted some space to the subject in the weekly circular he distributes to his congregation. Newspapers throughout the county printed material supplied by the library. Talks were given by the County Librarian at various clubs. During the month of October the assistant in charge of school service, accompanied by the children's librarian, visited the rural schools, told stories, and gave stimulating book talks.

Sliding Book Week along to Teachers Institute Week has proved desirable in Monterey County. The best-written and most attractive juveniles, new editions of children's classics, such as "Pilgrim's Progress" and "David Copperfield," with old editions of the same titles and a display of books selected from the New York Public Library book list of the best children's books for the year have been helpful to the teachers.

In the children's room at the headquarters of the Fresno County Library a splendid exhibit of children's books was shown during Book Week. The two bookstores of the city cooperated with the library in an effort to make it as complete as possible. Four excellent mimeographed lists were prepared for distribution. Adults as well as children showed much interest.

The children's librarian talked on books and told stories in various schools. In one school a short play was given founded on incidents in "Nicholas Nickleby." At the close the children's librarian described the David Copperfield library in London. In one town the women's club devoted its program to children's books. The children's librarian then gave a talk and told stories to the children of the kindergarten and first grade, who were invited as guests. She also acted as one of three judges in a poster contest by high school students. This contest was promoted by one of the bookstores.

Book Week was lengthened by the Solano County Library to include the month of November. The branch exhibits of books were made into special groups and changed frequently. Among the displays were Arabian Nights, Dickens, books and pictures of famous characters from juvenile fiction and Arthurian legends. A large collection of colored posters was purchased from the artist, Miss Margaret Schneider of Chicago. The one used most had the picture of a knight on horseback, with the inscription, "The age of chivalry lives in books."


The Wednesday Club and parent-teacher associations of Suisun and Fairfield cooperated with the county library in renting the film "Cinderella" to show to the grammar school children of Suisun, Fairfield, Benicia, and Vacaville. A clever little puppet show dramatizing the life of Cinderella was also shown. The little playhouse, made by Pollock, was an importation from England. Many children saw the show and heard a little music box from Switzerland. A member of the library staff delighted the children with another puppet show called "Little Black Sambo."

The interest and cooperation of the parent-

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teacher associations, clubs, newspapers, and movie houses added greatly to the success of Book Week.

Alameda, Butte, Lassen, San Diego, Santa Clara, Stanislaus, and Ventura county libraries reported excellent exhibits of books and distribution of posters and book lists to community and school branches. Talks regarding Book Week were made in many places. At four of the larger branches of the Alameda County Library a trained story teller entertained the children. The policy of the Lassen County Library in its observance of Book Week is continuous effort covering several weeks in order to reach people scattered over an area of 4750 square miles. In addition to many other book exhibits by the Ventura County Library was a prominent display in a window of the Bartlett Book Shop. The Santa Clara County Library exhibit for Children's Book Week was continued during teachers' institute. Excellent book displays by the San Jose High School, Woodrow Wilson Junior High, Roosevelt Junior High, State Teachers College, San Jose Free Public Library, and the bookstores, with most generous newspaper publicity, made this a banner year for Children's Book Week in San Jose.

Notes

MISS MARY BARMBY, County Librarian of Alameda County, and her sister, Doctor Martha Barmby, returned recently from a vacation trip of eight weeks. Among the places of interest included in their itinerary were New Orleans, Louisville, Mammoth Cave, Philadelphia, Atlantic City, New York, Washington, D. C., Richmond, Charleston, Savannah, Jacksonville, St. Augustine, Daytona Beach, Tampa, Fort Meyers, Palm Beach, Miami, Key West, Havana, and the Panama Canal.

While in Atlantic City Miss Barmby attended the meeting of the American Library Association, where she was one of the speakers.

St. Augustine, with its relics of the past,

the tropical beauty and historic interest of Cuba, the fascinating trip through the Panama Canal, and the final two weeks at sea were outstanding points of a delightful vacation.

MISS GRACE M. BURTON resigned as assistant librarian in charge of the reading-room at Grinnell College to accept a similar position at Humboldt State Teachers College, Arcata.

MISS GRACE I. DICK has been appointed librarian of the Pasadena elementary and junior high schools.

MRS. ALICE G. WHITBECK has prepared an exhaustive paper on "The Miracle" and has been giving it at many of the club meetings.

A NUMBER of illustrations done by Louise D. Tessin of the Sacramento Junior College faculty for "Bunny Bearskin" by Guy Winfrey were artistically displayed in the children's room of the Sacramento Public Library during Book Week.

GUY V. WHALEY, Superintendent of the schools of Pomona, has resigned in order to accept a two-year scholarship in Stanford University.

Notice of Examination

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco elementary schools will be held on Tuesday and Wednesday, December 21 and 22, 1926.

For further information and application blanks apply to office of the Superintendent, Department of Personnel.

TEACHER MEET IN STOCKTON

ONE THOUSAND teachers from Amador, Tuolumne, Calaveras, and San Joaquin counties met during the latter part of November for the annual institute. Harry W. Bessac, as Superintendent of Schools in San Joaquin County, and Ansel S. Williams, Superintendent of Stockton schools, were hosts and presided at the sessions. Some of the speakers at the institute included: Doctor Tully C. Knoles, College of the Pacific; Doctor Cyrus D. Meade, University of California; William Inch, principal of Lodi High School; Doctor Frederick Roman, University of Berlin; Floyd Love, vocational director, Stockton schools; L. B. Travers, vocational department, Oakland schools; Paul Cadman, University of California; G. P. Morgan, Superintendent of Schools, Tuolumne County.

TEACHERS NAME CHIEFS

ELECTION of officers of the central section of the California Teachers Association was held at the close of the annual institute in Merced, November 24. C. S. Weaver, Merced County Superintendent of Schools, succeeded De Witt Montgomery as president of the central section; J. H. Bradley, J. F. Graham, W. R. Hopner and De Witt Montgomery were elected to serve on the state council; Donald E. Bourne, principal of the Dos Palos High School, was named Merced County vice president; delegates are C. S. Clark, Superintendent of Merced City Schools, and August Graham, principal of the West Side Union High School.

BONDS to the extent of \$125,000 were carried in San Andreas recently. The money is to be used to erect a new high school.

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C. F. Weber & Co. have recently completed the erection of a new building in Los Angeles at a cost of \$60,000 at 6900 Avalon Boulevard, replacing their old location at 222-224 South Los Angeles Street. The new building, photograph of which is shown herewith, is but one story in height at present, but so constructed that additional stories may be added as the growth of the business requires. The entire structure is of brick and concrete, with a front of plate glass, pressed brick, with tile trimming. It occupies the entire block of 100 feet in width by 345 feet in depth, including driveway, parkage, and spur track. The building presents a most attractive exterior and is admirably adapted to the purpose for which it was constructed. C. F. Weber & Co. enjoy a rapidly expanding business in Southern California, and the newly completed building will give greatly increased facilities to care for its trade in school, church, theater, and lodge furniture, school supplies, blackboards, and seating and equipment for all public buildings.

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WINSTON SIMPLIFIED DICTIONARY, Advanced Edition, edited by William Dodge Lewis, Henry Seidel Canby, Thomas Kite Brown: This useful and practical volume contains, besides the usual dictionary features, three thousand illustrations, and includes an atlas of the world. The vocabulary, it is claimed, is the largest of any dictionary of similar size or purpose. The words are defined in large, bold-face type, and the definitions are so clear and complete that one reference only is sufficient. Synonyms are given with examples, antonyms are listed, and the etymologies are full and informative. The contents of the volume will interest students hunting for material of special types. Art students will revel in the colored plates of costume design; those hunting for material on flags of all nations will find the flag illustrations absorbing; telegraphy, signaling, printing, and many other important branches are dwelt upon fully. The book is a veritable gold mine as a personal book for the high school and college student. This book has been in preparation for several years and is preceded by the Intermediate and Primary editions. (The John C. Winston Company, 1006 Arch Street, Philadelphia, Pa. Price \$2.24.)

SEEING CALIFORNIA, by William G. Paden: The author of this book is Superintendent of Schools in Alameda, Cal., and as a Californian and a teacher he knows his subject and how to adapt it for use for the beginning student in geography. Children are taken, through the kindness of their friend, Mr. Magic Carpet, to different points in California. They study, all in story form, topography, climate, industries, and this is all interwoven with the history of the state. Large pages, large type, large photographs, all make the book readable and thoroughly attractive. (The Macmillan Company, 66 Fifth Avenue, New York.)

EXTRA-CURRICULAR ACTIVITIES IN JUNIOR AND SENIOR HIGH SCHOOLS, by Joseph Roemer and Charles Forrest Allen: Extra-curricular activities, such as dramatics, debates, games, etc., have been in the school systems for years, and now they have assumed a standing as a necessity in the life of the adolescent child. Suggestions as to handling some of the activities in a modern and helpful manner so that the best results may follow compose the content of this volume. Upper grade elementary and high school teachers will find help here. (D. C. Heath & Co., 239 West Thirty-ninth Street, New York.)

THE PATH OF LEARNING, Essays on Education, selected and edited by Henry W. Holmes and Burton P. Fowler: Essays of educational value with forewords and problems comprise this volume. Only those progressive and thought-provoking essays that have appeared before in the *Atlantic Monthly* and have been found worth while are included. (Little, Brown & Co., 34 Beacon Street, Boston, Mass.)

THE FIELD SIXTH READER by Walter Taylor Field: Contains a wide and varied selection of material from well-known writers. Stories are classified under the following heads: Home Life in Different Lands; The Great Out-of-Doors; Stories of Adventure; Our Forefathers in the Old World; Stories of Our Own Country; Fun and Laughter; Songs

of the Seasons. Various devices for reading and study are presented and a dictionary is included. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 92 cents.)

LEARN TO STUDY READERS, Books IV and V for Grades V and VI, by Ernest Horn, Ruth M. Moscrip, Mabel Snedaker, and Bes-sie Goodykoontz: These books follow the lines laid down in the previous volumes of the series. They are carefully graded, work-type readers which emphasize reading for the sake of comprehension. Many devices are employed such as outlining, testing for comprehension, drills, questions. The material can be correlated with other subjects. Though the material is purely factual, it has the story element concerning the everyday things around us. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

THE PROBLEMS OF CHILDHOOD by Anglo Patri; edited by Clinton E. Carpenter, with an introduction by William McAndrew: Sympathetic stories that furnish guidance to teachers in their everyday problems. No teacher or parent truly interested in children can resist the appeal in this volume. Patri touches human trials with such a sure, healing hand that teachers will derive real sustenance and inspiration for their onward march. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

THE NEW RATIONAL TYPEWRITING, Nineteen Twenty-Seven Edition, by Rupert P. Sorelle: Rational Typewriting received highest award at the Panama-Pacific International Exposition. Having proved that his basic ideas are fundamentally correct, the author has further developed his methods and strengthened his principles for the development of speed and accuracy in typewriting. The material consists of a study of various typewriters, exercises, tests, drills, laboratory work, etc., and is thorough and comprehensive. (Gregg Publishing Company, 20 West Forty-seventh Street, New York.)

A BRIEF HISTORY OF PHYSICAL EDUCATION by Emmett A. Rice: A text for normal schools of physical education. Illustrated. (A. S. Barnes & Co., 7 West Forty-fifth Street, New York. Price \$2.)

MARCHING DRILLS, arranged by John N. Richards: For physical education handbook. Excellent drills. Illustrated. (A. S. Barnes & Co., 7 West Forty-fifth Street, New York. Price \$1.)

JOHNNY AND JENNY RABBIT, by Emma Serl, illustrated by Ruth M. Hallock: It is amazing how many rabbits there are in storyland, but each rabbit chronicle seems to find a ready market. Here is a new family of rabbits written for upper first and second graders. These rabbits are projected into modern life situations and work their way through various situations in an instructive and amusing manner. (American Book Company, 121 Second Street, San Francisco, Cal.)

QUESTIONS AND ANSWERS OF THE CONSTITUTION by Ruth Crocker Hoffman: This pamphlet has been found so useful and practical that it is now in its second edition. The work is admirably adapted for use by all students of upper elementary grades and high school history students. The questions are straightforward and to the point and the answers are simple and terse. No time is wasted in study-

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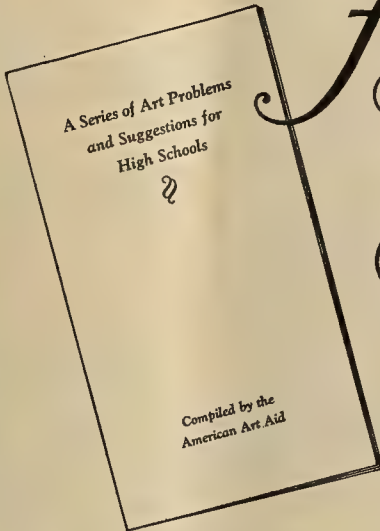
ing this work, and it clarifies many points for the student. (580 East Eighth Street, Riverside, Cal. Price 75 cents per copy or 100 copies for \$50.)

HOW THE WORLD GROWS SMALLER, by Daniel J. Beeby and Dorothea Beeby: This material,

which is written in story form for middle elementary grade children, is aimed at awakening a community and social sense in children. In this book "the world grows smaller" by means of modern methods of travel and communications. Interesting problems and projects are presented. (Charles E. Merrill

Company, 432 Fourth Avenue, New York City. Price 96 cents.)

PLAY ACTIVITIES FOR ELEMENTARY SCHOOLS, Grades One to Eighth, compiled by Dorothy La Salle. (A. S. Barnes & Co., 7 West Forty-fifth Street, New York. Price \$2.)



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THE WESTERN JOURNAL of EDUCATION



JANUARY, 1927



Walter L. Bachrodt

The California Teachers Association elected Superintendent Walter L. Bachrodt president for 1927. Mr. Bachrodt has a fine educational background. He graduated from San Jose High School in 1907; State Teachers College, San Jose, in 1913; Stanford University in 1920, A.B.; and took his master's degree in 1921. Before graduating from the State Teachers College, Mr. Bachrodt attended the school of "hard knocks," having spent four years in various pursuits in the Western states. In his brief professional career he served as principal of a Fresno County high school five years and served Uncle Sam in war in 1918. Since 1921 he has been Superintendent of Schools, San Jose. He has led in civic life as manager of the Community Chest, president of the Boy Scouts of America, and as a member of the Chamber of Commerce, American Legion, Rotary Club, etc. In addition to the above he has just put over a fine educational program, including the development both in buildings and curriculum of an outstanding system of junior high schools.

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VOL. XXXIII, No. 1

SAN FRANCISCO, JANUARY, 1927

PRICE, 15 CENTS

STORIES OF ABRAHAM LINCOLN

By RUTH THOMPSON

THESE PARAGRAPHS of information, each group being placed under one of the letters of the words ABRAHAM LINCOLN, may be cut out and passed to the pupils, or the children may make their own choice of material. The stories are to be studied by the children, and during the recitation each child taking part may have a colored letter he has made, according to his part, and these may be held up or worn so that, as the pupils stand in line, Lincoln's name is spelled. If the letters are not used each child, as he stands before the class to recite his part, may write the letter he represents on the blackboard, so that when the exercise is completed Lincoln's name will be spelled on the blackboard. Except for the direct quotations the children should tell the stories in their own way, thus encouraging original expression. The interest value of the project will be increased if the children can add to the information given. If there are more than fourteen children to take part, the older pupils, or those who are ahead in their studies, may offer some reference work of their own, after the spelling of Lincoln's name.

A ABRAHAM LINCOLN! This is the story of a poor boy whose father could not read or write; who was born in a log cabin in the wilderness in 1809, just 118 years ago; who educated himself and who, through his own efforts and driven by ambition and love of service, gained his country's highest office when he was elected President of the United States. So great was his service, so dearly was he loved, that at his death not only did the whole country mourn, but kings and emperors paid him tribute.

There are those whose like, it was somehow planned,
We never again shall see;

But I would to God there were more in the land
As true and as simple as he—

As he who walked in our common ways,
With the seal of a king on his brow;
Who lived as a man among men his days,
And belongs to the ages now!

—Samuel Valentine Cole.

B BORN with strong arms, that unfought battles won;
Direct of speech, and cunning with the pen.
Chosen for large designs, he had the art
Of winning with his humor, and he went
Straight to his mark, which was the human heart;
Wise, too, for what he could not break he bent.

THESE LINES were written by the poet Richard Henry Stoddard. The description is direct and expressive. The words "cunning with the pen" carry the reminder of the first letter that Abraham Lincoln wrote. When Abraham was nine years of age he was living in the wilds of Southern Indiana. His mother died. The boy wrote his first letter to a preacher asking him, when he traveled that way, to please stop and say a prayer over his mother's grave. Then Abraham helped his father make the coffin in which his mother was laid away to rest. Lincoln's father married again, and the stepmother was helpful and kind to Abraham. She encouraged him to study, to write well, and to read all he could.

R READING always held the greatest charm for Lincoln. His eager desire to acquire knowledge was a great factor in his success. Though Lincoln went to school for nine years, when there was a school to attend, in all he did not attend twelve months! In spite of this, when he was seventeen years old he could read and write well, do some arithmetic, and he continued to study. As candles were a great luxury in those times, Lincoln often

read by the flickering glow of the fire when the day's work was done. He read all the books he could borrow. His own six books were Æsop's Fables, Pilgrim's Progress, Robinson Crusoe, Plutarch's Lives, Euclid, and the Bible. He read during the day, even when he was plowing, and it was necessary for his horses to rest in the furrow. One day a farmer passed him while he was absorbed in his book. "What are you reading, Abe?" he asked. "I am not reading, I'm *studying*," Abe replied. The farmer asked him what he was studying and Abe replied briefly, "Law." He later became a lawyer.

A "ABE" was the name that boyhood friends called Abraham Lincoln, and he made many friends. He later said, "The face of an old friend is like a ray of sunshine through dark and gloomy clouds." Even his enemies, and he had enemies in plenty, respected him. He did not hold grudges. Ulysses S. Grant described him as "A man of great ability, pure patriotism, unselfish nature, full of forgiveness for his enemies." Abe as a boy did many odd jobs for the neighbors and helpfulness promotes friendship. Pioneers in that wilderness began to say that Abe was "above the average backwoods lad."

H "HONEST ABE" was the title the boy gained when, as a clerk in a store, he walked two miles to give a woman six cents more when he discovered that he had not made the right change. Other fine qualities that Honest Abe possessed are beautifully expressed by Edwin Markham, the poet, who gives this description of his qualities:

The rectitude and patience of the rocks.
The gladness of the wind that shakes the corn.
The courage of the bird that dares the sea.
The justice of the rain that loves all leaves.
The pity of the snow that hides all scars.
The loving kindness of the wayside well.
The tolerance and equity of light.

A ADDRESS! Lincoln's Gettysburg address! It will always remain as a literary masterpiece. It is simple, vigorous, convincing. It is brief. It is filled with lofty sentiment. The Gettysburg address was made in November, 1863, when the scene of the Battle of Gettysburg was dedicated as a national cemetery. Lincoln's speech followed two hours of brilliant oratory on the part of Edward Everett. When Lincoln arose to talk, the audience was restless and tired. In fact, Lincoln's speech did not receive much attention, and people did not realize its greatness until it was published in the papers. Then Everett wrote to Lincoln: "I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes."

M MARTYR. Lincoln, after all his service to his country, was a martyr. It was at the beginning of his second term as President that he was shot while attending the theater with his wife. He died without regaining consciousness. In his poem, "Our Martyr-Chief," James Russell Lowell said in part:

Such was he, our Martyr-Chief,

Wise, steadfast in the strength of God, and true,
How beautiful to see,
Once more a shepherd of mankind indeed,
Who loved his charge, but never loved to lead;

One whose meek flock the people joyed to be,
Not lured by any cheat of birth,
But by his clear-grained human worth,
And brave old wisdom of sincerity.

The kindly-earnest, brave, foreseeing man,
Sagacious, patient, dreading praise, not blame,
New birth of our new soil, the first American.

L LINCOLN'S sayings were wise, and many have been preserved. His epigrams are quoted almost as often as those from Poor Richard's Almanac by Benjamin Franklin. Some of Lincoln's well-known utterances are:

"I do not think much of a man who is not wiser today than he was yesterday."

"Be sure you put your feet in the right place, then stand firm."

"God must have loved the plain people. He made so many of them."

"Come what will, I will keep my faith with friend and foe."

"Killing the dog doesn't cure the bite."

"We cannot escape history."

I NCIDENTS of Lincoln's kindness and mercy and humor are many. In his early life Lincoln was a lawyer. Once he won a case by telling a dog story that proved that the plaintiff had started the fight. The lawyer for the defense declared to Lincoln, "It would have been possible for your client to protect himself without half killing mine!" Lincoln's response was this story: "A man who was attacked by a vicious dog seized a pitchfork and killed the beast. The owner was very angry. 'Why,' he said, 'didn't you defend yourself with the other end of the pitchfork?' The man replied, 'Why didn't the dog come at me with his other end?'"

N EGRO SLAVES were freed during Lincoln's term as President. Lincoln was against slavery. Once when he was with some friends he saw some negro slaves being mistreated. "Come away, boys," he said, "we can do nothing now, but if I ever get the chance to hit this thing I'll hit it hard!" This was not a vain boast. Lincoln later hit slavery such a blow that it fell and never rose again. When Lincoln was elected President of the United States he was not pledged to abolish slavery, but to prevent it from spreading into other states. Lincoln's election was the signal for secession of slave states from the Union. The Civil War followed, and Lincoln issued the Emancipation Proclamation in 1863, two years after he became President. At that time one of the purposes of the war was that of freeing the slaves. During this period Lincoln's patience, patriotism, good judgment, and courage were put to the greatest test. He "practiced what he preached," as the common saying is, and he certainly lived up to this portion of one of his speeches: "Let us have faith that Right makes Might; and in that faith let us to the end dare to do our duty as we understand it."

CARRYING a trunk was once one of Lincoln's duties as he saw it! When Lincoln was a member of Congress he was walking down the street in Springfield, Ill., one day, when he saw a little girl, dressed for a journey, standing by a gate crying bitterly. Lincoln inquired into her trouble. She told him that she was going on her first trip, but the expressman had not called for her trunk, and as it was almost time for the train to leave she was sure that she would miss it. Lincoln asked to see the trunk. She took him in the house and showed it to him. It was a little old-fashioned trunk locked and tied for the journey. Lincoln boosted the trunk on his shoulder. "Dry your eyes and come along. We've still time to catch that train." So the long-legged man with the little girl pattering beside him hurried to the station and arrived in time for her to board the train on her first journey. It was a smiling, happy, grateful face that peered at Lincoln from the window as the train pulled out of the Springfield station that day!

O "O CAPTAIN! My Captain!" is the name of a poem by Walt Whitman. It was written as a tribute to Lincoln after his death. Walt Whitman described himself as the "poet of democracy." He, like Lincoln, loved common things and people. During the early years of his manhood he worked as a carpenter, and while busy with manual labor he composed

many poems. He believed that he could write better if he worked hard with his hands, for then his brain should be clear and balanced. He was a great admirer of Lincoln, as one may judge from reading his poem. In this poem, which has been set to music, Lincoln is spoken of as "Captain" and the "ship" is the "ship of State," as we often figuratively express ourselves when speaking of the government. The first stanza of the poem, which it would be interesting to study as a whole, follows:

O Captain! My Captain! Our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:

But O heart! heart! heart!

O the bleeding drops of red,

Where on the deck my Captain lies,

Fallen cold and dead.

L LINCOLN'S ideals as a lawyer were high. His kindness extended from helping birds, animals, and children, to lending a helping hand, and his ideals of justice to others deserve attention. A man once tried to engage Lincoln's services in a lawsuit for a sum of money. The amount, \$600, was to be won from a widow with five children. In refusing to handle such a case Lincoln said: "I could win this case for you if I were in this sort of business. I will just give you some advice for nothing. You seem to be an able, energetic man. Try your hand at making that \$600 in some other way, rather than taking it from a poor widow with five children."

N NO POEM concerning Lincoln, perhaps, carries the force, the appeal, the rugged picturesque truth and beauty as does Edwin Markham's poem "Lincoln, the Man of the People." The closing lines, which relate to Lincoln's death, are widely quoted and leave a vivid picture of the great Emancipator upon the mind:

He held his place—

Held the long purpose like a growing tree—

Held on through blame and faltered not at praise.

And when he fell in whirlwind, he went down

As when a lordly cedar, green with boughs,

Goes down with a great shout upon the hills,

And leaves a lonesome place against the sky.

PETALUMA BOND ISSUE

IN SEPTEMBER, Bruce Painter, Superintendent of the Petaluma Schools, and the Board of Education put before the people of Petaluma a bond issue of \$135,000. It went over with practically no opposition. A clear statement of existing conditions, such as 125 students registered for biology and places for only 84, made the immediate need plain. These facts, together with a statement of what was needed for the future to avoid a recurrence of the present situation, were printed on leaflets and sent to each voter. It was readable material set forth definitely and briefly.

No children's parades or public mass meetings were necessary, and no special work was put upon any one person. It was quite an achievement, as Petaluma was not in a bond-issue-passing frame of mind, having just voted "No" on three bond issues for various city improvements.

The sum of \$75,000 of this money is to be spent upon the elementary schools, including a new six-room building with an auditorium; \$60,000 is to be spent upon an eight-room addition to the main high school building and on a group of buildings for agriculture and farm mechanics.

Dwight Rutherford is head of the agriculture department, which won twenty-four ribbons at the State Fair, besides several cups. Petaluma also received second place at the State Fair in agricultural exhibits. Santa Rosa was first. Sonoma County certainly carried off the honors in agriculture.

Superintendent Painter was unable to attend the superintendents' convention at Tahoe because of illness. He later made a trip to Southern California, visiting Los Angeles, San Diego, and Long Beach, studying construction and equipment of school buildings preparatory to overseeing the construction of the new buildings in his own city.

TOM TURNS THRIFTY*

By RUTH THOMPSON

CHARACTERS:

- TOM, A BOY
- TOM'S MOTHER
- THE SPEAKER (*who reads the interludes*)
- THE ANT
- THE SQUIRREL
- THE BEE

TOM:

I have a dollar to spend this day!
I'm glad that I've received my pay,
I will not even save a dime
And I shall have a glorious time!

SPEAKER:

(As Tom walks on with his hands in his pockets.)

So on his way the spendthrift went,
To squander all he was content.
His mother stayed at home and cried:

TOM'S MOTHER:

To help Tom save I've often tried,
I thought if I should pay him well
The funds would then his savings swell.
But alas! It's now too late,
I'll have to leave him to his fate.
For chopping wood and cutting grass,
For washing clean the looking glass,
For weeding out the flower bed,
For painting our front porch bright red—
I've paid him well—oh, many times,
And now he has ten silver dimes!
Oh, what a wasteful son to own,
He should invest or make a loan!

SPEAKER:

But Tom heard not his mother's speech,
He was by that time out of reach;
He jingled all his dimes and strode,
(Tom jingles his money in his pocket as he walks.)
Along the quiet country road.

TOM:

I always can earn more, I've read,
If I only use my head.
Why should I save if I am sure
That I never will be poor?

SPEAKER:

So on and on and on Tom walked,
Never thinking he'd be balked.
* * * * *

(Pause)

An Ant was working hard that day,
She never did have time to play,
She carried all the heavy grains
In spite of anty aches and pains.

(Ant comes along and pauses by Tom with her heavy load.)

ANT:

Now I shall fill my little home
So safe I'll be should famine come,
I'll work and save so much, you see,
'Twill do for us and company!

TOM:

Ants save and work and save and work,
Never do they duties shirk;
They always seem to own a home,
And never far away they roam.

(Jingles money thoughtfully.)

I guess I'd better save one dime,
Until some future needy time!
'Tis true my Ma would all invest
And let the interest do the rest,
But I am not so much for thrift,
Still, money saved can burdens lift!

(Pauses and looks around, sees squirrel coming towards him carrying nut.)

But who is that jumping around
As if he had a gold mine found?

SQUIRREL:

Don't stop me now, you gay young man,
I'm working hard as e'er I can.
When winter comes and nuts are few
I'd starve if I should do like you!
You say that you will save a dime,
But I should have a dreadful time,
Should I from ten nuts save but one
To last me all the winter long.
Now let me be, go have your fun,
But I can't play till work is done!

TOM:

A preacher should that squirrel be,
For he has reason made me see;
He's busy now and he has spunk,
Storing nuts in that tree trunk!
With fifty cents I'll do my best,
I'll study how I should invest—

* * * * *

(Pause, a bee buzzes past Tom.)

Oh see the bees! what noise they make
As their own buzzy way they take!
If they should sting me on the head
I'd lay me in a flower bed;
'Twould be the nearest bed, you see,
Should I be wounded by a bee!

BEE:

Oh do not rush away so rash,
There's time enough to spend your cash.
You quickly earned your silver money,
It took less time than making honey.
Now we are busy 'round the flowers,
Working all the daylight hours.
You may have time and wealth to waste,
To spend your money you're in haste;
But should you work as hard as we,
You'd find your home a luxury!
But in the future safe we'll be
For we have saved so thriftily.

* Teachers and children may obtain illustrated booklets of this material for coloring, reading, dramatization, and thrift lessons, free, by writing to Industrial Building Loan Association, 557 Monadnock Bldg., San Francisco. The full-page illustrations for coloring were drawn by Hilda Keel-Smith, art instructor, State Teachers College, San Francisco.

TOM:

The Squirrel and the Bee and Ant,
 To save they really think I can't,
 Because my Dad takes care of me
 It really may make jealousy!
 Now I shall cause them all surprise,
 They'll wonder why I am so wise;
 I've learned the lesson how to save
 And after this I will behave!
 I'll run now to the telephone,
 Find out about Building and Loan,
 I've heard that's *one* way to invest
 And moneyed men *must* know the best!
 My father says that it will pay—
 To make the money that's the way.
 If on my dimes, for I have ten,
 I'd draw my six per cent, and then
 In later life I'd be content;
 For like the Bee, I'd save, you see,
 Through savings, thrift and industry;
 Six cents on every dollar saved,
 My wealth will show that I've behaved,
 And when I am a man like Dad
 I'll have a nest egg like he had.
 He always says Ben Franklin's thrift
 Had taught him *saving* was a gift!
 Now loud I'll jingle all my dimes,
 (*Jingles money in pocket.*)
 I've had the very best of times!
 (*Squirrel, Ant, and Bee all pass him as they work.*)

SQUIRREL, ANT AND BEE:

Oh, Tom, good-by! We're glad with you,
 You'll prosperous be and happy, too!
 To him who needs—you'll have, to give,
 And you will have enough to live!
 This day of Thrift has helped us all,
 Now we must go for duties call.
 (*Exit Squirrel, Ant, and Bee.*)

TOM:

(*As he walks off stage.*)

Good-by! I'll save the best I can
 And follow yours and Franklin's plan.
 Now Save and Have is what I'll do,
 And to that slogan I'll be true.

THRIFT PLAN ADOPTED

THE SUBJECT "Thrift" has been added to the course of study in Sacramento. A school bank system is to be established almost immediately, plans being well under way. One day each week will be designated Banking Day. Regarding the plan, Superintendent C. C. Hughes says:

In the plan that we have adopted we do not expect that the children will save large amounts. But what we do expect is that the habit of thrift will be planted in their minds, so that when they leave school they will have learned the advisability of setting aside a certain percentage of their earnings into some kind of a savings account.

This plan, as we have adopted it, will not cut into the time of the classroom. Money may be deposited on one given day each week. The day before a sign in the classroom will announce "tomorrow is bank day." On the day the sign will read "today is banking day."

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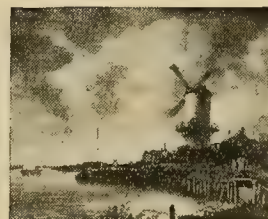
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A GREAT PATRIOT*

By RUTH THOMPSON

Directions for Using This Material

BEFORE filling in the blanks of these verses with words which rhyme with the last word in the second line of each verse, have the children read, write, or tell stories of the life of George Washington. Some subjects which may be considered include the following topics:

Dates of importance in Washington's life: his birth; when he had his first position as surveyor; when he became Commander-in-Chief of the Army; when he became President; his retirement; death.

The story of the cherry tree.

Story of Washington's work as surveyor in the wilderness.

Story of Washington's inheritance from his brother and of the property today.

The making of the first flag. Explain that this story may be a myth.

Washington's work for his country. Discuss the fact that Washington did not accept salary for his work.

Washington's life after his retirement from public office.

Following this study the children may fill in the blanks of the following verses, and then the class may check results by comparison when different pupils read their verses aloud.

There may be some children in the class who can make some verses or jingles of their own to submit to the class for the filling of blanks. Such originality should be encouraged.

Washington as a human being, his private and public life, and his services to his country, not particularly emphasizing war, should be stressed. The wars will naturally be included in the narratives, but they need not occupy the subject to the exclusion of the better material.

Patriotic music and recitations may complete the program.

Long years ago there lived a man,

Our first great citizen.

This man was our first President,

His name was -----.

This century is the Twentieth,

Some figuring we will do;

We'll find out when young George was born;

'Twas in -----.

[Fill in date.]

George was the lad who, we are told,

Would always truthful be,

And once he took a hatchet sharp

And chopped a -----.

His father often said to him,

" 'Twere better far to die

Than live to cheat, dishonest be,

Or even tell a ----."

His mother always was a help;

She taught him all she could,

And with that help and high ideals,

Both true he was and ----.

In games and play young George was first;

In work he was not lax,

And at sixteen he had a task

To survey for -----.

So, far out in the wilderness,

For three long years George worked.

He records made of land surveyed

And never duties -----.

His brother Lawrence then had died;

His home to George passed on;

It is a well-known place today;

Its name is -----.

George helped to fight the Indians,

To frame the constitution,

To fight old England in the war

We call the -----.

And when the Union new was formed,

And new states were in line,

First President was Washington

In -----.

[Fill in date.]

He helped to set the country right;

He worked, though at a loss;

He helped to plan our Nation's flag

With dear old -----.

So "first in war and first in peace,"

This great American

Is also said to be the first

In "hearts of his -----."

And now I think that I shall try,

As of this land I'm one,

To be as helpful, kind, and good

As our -----!

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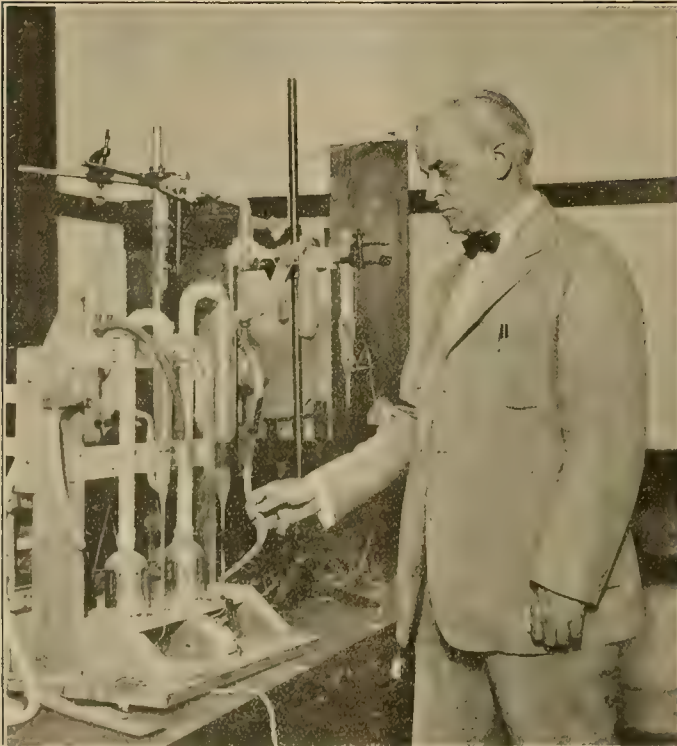
* An excellent account of Washington's life and of our flag may be found in Compton's Pictured Encyclopedia. Book II of the Modern School Readers, Thompson and Wilson, contains one story of our flag, page 65.

ROBERT A. MILLIKAN, PHYSICIST

TO THE SCIENTIFIC world Robert A. Millikan is well known as Director of the Norman Bridge Laboratory at the California Institute of Technology, as winner of the Nobel prize in physics in 1923, as the isolator and measurer of the electron, and more recently for his work on the "cosmic ray." To educational circles he has also made a contribution. Hand in hand with his experimentation has gone the translation of his researches into a form and language understandable to pupils in the secondary schools. Many teachers identify Doctor Millikan more readily as the coauthor of "Practical Physics" and of the newly published "Elements of Physics" than as a scientist who has helped to make the past thirty years the most extraordinary and significant in the history of physics.

Doctor Millikan's researches on the "cosmic ray" began in 1915. As early as 1903 British physicists, and somewhat later Swiss and German scientists, made investigations indicating that penetrating rays—at first called "the penetrating radiation of the atmosphere"—came from outside the earth and were of cosmic origin. Doctor Millikan planned to test these conclusions by sending up electroscopes as close as possible to the top of the atmosphere. The war interrupted his activities and called him to service as vice chairman of the National Research Council and as Chief of Science and Research of the Signal Corps.

In 1922 Doctor Millikan resumed work on the proof of the existence of the mysterious "cosmic ray." Specially constructed instruments were sent up under his direction at Kelly Field, Texas, to a height of about ten miles. The result of this experimentation showed one of two things: either that the rays of cosmic origin, if they existed, were very much harder (i. e., more penetrating) than European observers had imagined, or that the indicated ionization was due to material existing in the atmosphere itself. During the following summer Doctor Millikan and Doctor Russell Otis carried three hundred pounds of lead and a tank of water to the top of Pike's Peak for experimentation, only to learn that very high altitudes were absolutely necessary in order to obtain crucial tests as to the existence or nonexistence of these hypothetical rays.



Robert A. Millikan, with part of the apparatus used in pulling electrons out of cold metals. Norman Bridge Laboratory of Physics, California Institute of Technology.

From this earlier experimentation developed a definite plan of testing, namely that of sinking electroscopes to various distances in deep lakes situated at high altitudes, these lakes to be snow-fed to prevent radioactive contamination by the seepage of water through the earth. Accordingly in 1925 Professor Millikan conducted experiments, first at Muir Lake (altitude 11,800 feet), a beautiful, very deep, snow-fed lake just under the brow of Mount Whitney, the highest peak in the United States, and later at Lake Arrowhead, another very deep snow-fed lake, in the San Bernardino Mountains, three hundred miles farther south, with an elevation of 5125 feet.

Let Doctor Millikan summarize his findings: "By the use of a formula of probable, though not of certain, reliability we find that our hardest observed rays have a frequency at least fifty times that of the hardest gamma ray, a thousand times that of the average X-ray, and about ten million times that of ordinary light. Our experiments further showed that these rays of cosmic origin are hardened as they go through the atmosphere, just as X-rays are hardened in going through lead, and thus we infer that we are working with a region of spectral frequencies about an octave in width and ten million times above the octave of optical frequencies to which our eyes respond."

This past summer Doctor Millikan made a pilgrimage to the Andes Mountains of South America to check up further on his findings. The results of his latest research have not yet been made public officially, but newspaper interviews indicate that what Doctor Millikan found in the Andes confirms the existence of the cosmic ray and the theory that it is constantly hitting the earth from every direction and is the most penetrating ray known. The cosmic ray, according to Doctor Millikan, appears to show that something is happening throughout the depths of space quite independently of the sun or any central body.

Previous to the cosmic ray discoveries, Doctor Millikan's best-known work was in connection with the so-called oil drop experiments undertaken to measure fundamental electrical quality. It was his work in isolating and measuring the electron and in making the first exact photoelectric determination of the light quantum that won him the Nobel prize in physics in 1923. In the same year he won the Edison Medal and the Hughes Medal of the Royal Society of London for his determination of the electronic charge and other physical contents.

A physicist of the first rank, Doctor Millikan holds a rosy view for the future of scientific research in physics. "Today," he said in a lecture delivered during October under the Terry foundation at New Haven, "we can still look out with a sense of wonder and reverence upon the fundamental elements of the physical world as they have been revealed to us in the twentieth century. We know now that the childish mechanical conceptions of the nineteenth century are grotesquely inadequate. We have now no one consistent scheme of interpretation of physical phenomena, and we have become wise enough to see and to admit that we have none. We have learned to work with new enthusiasm and new hope and new joy because there is still so much that we do not understand; because we have actually succeeded in our lifetimes in finding more new relations in physics than had come to light in all preceding ages put together, and because the stream of discovery as yet shows no sign of abatement."

ANNUAL MUSIC CONFERENCE

THE ANNUAL music conference will be held in Long Beach on February 17, 18, and 19, according to notice sent out by Helen Heffernan, Commissioner of Elementary Education. Headquarters for the conference will be at the new Breakers Hotel and special rates will be made for delegates.

Regarding the conference, Miss Heffernan in her notice states: "The music conference is an unique California project. It was designed for the promotion of music instruction and the professionalism of music teachers and supervisors. It was designed to provide opportunity for you to solve your problems in conference with others who are meeting similar problems."

The Western Journal of Education

HARR WAGNER, EDITOR. RUTH THOMPSON, ASSISTANT EDITOR.
ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

OFFICIAL DEPARTMENT—Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.

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NEWS AND COMMENTS

By HARR WAGNER

IF WILL C. WOOD accepts the position of Bank Commissioner for California, salary \$10,000, the Governor will appoint Superintendent of Public Instruction. If you are a good political guesser, fill in the blank space and send to this JOURNAL for publication.

PUBLICATIONS of various kinds give front-page pictures and editorials to men and women who have achieved leadership and prominence on account of the positions they hold, while men and women who lead lives of devotion to duty and accomplishment pass on and are given a few black-faced, eight-point lines on the obituary page. This is natural. The dove with olive-covered breast in the tree does not attract as much attention as the red-headed woodpecker in the forest. However, in the editorial field it has been the pleasure of this JOURNAL to give due prominence to the classroom teacher. Rose Meehan, who taught for forty-one years, passed away in December. For over twenty years she was a classroom teacher. At one time she taught the Montara School. Among her pupils were Peter B. Kyne, the well-known novelist, and Elizabeth M. Wienke-Kneese, the popular County Clerk of San Mateo County and a teacher of the Montara School. Miss Meehan was not only inspired herself, but was able to inspire others. William J. Savage, George W. Hall, and Roy Cloud were among the well-known educators who were her life-long friends and associates.

THE FIGHT IS ON between the association of purchasing agents and the school supply houses. The California Legislature will be asked to pass a law creating purchasing agents for school supplies. Efficiency only should be considered in the making of such a law. The purchasing agent is usually a high-salaried man, a technical expert, who is sometimes limited to the consumption of paper by insisting on triplicate, quadruplicate, and sometimes sextuplicate bills! Supply houses, on the other hand, frequently employ agents who sell in such quantities and at such prices merchandise that is subject to criticism. Our only plea is that a few special cases should not be made the basis of a general law. School supply houses are as necessary and as honest in their dealings as other lines of business. On the other hand, if a law can be passed that will give a greater efficiency and economy in the purchase and distribution of supplies, it will be well. However, consideration should be given to the expenses of distribution from central point to districts, to salaries of purchasing agents and clerks, and to the elimination of large and successful business concerns located in California. "From Factory to Consumer" is a good slogan, but if all our Pacific Coast distributors were to be eliminated and private business forced to give way to factory bidding from Eastern points in all lines of business, it would change our whole industrial and commercial life. Our contention is that the Legislature should not enact general laws based on a

few cases, that as a whole will have a bad effect on the commercial life of the state. The good and bad effects of proposed legislation should be carefully considered.

THE MEETING of the Department of Superintendents of the N. E. A. will meet at Dallas, Texas, February 27. The meeting promises to be one of unusual interest.

HELEN HEFFERNAN, State Commissioner of Elementary Schools, has issued Bulletin No. 2F, "A Suggestive Study in Industrial Art for Rural Schools." The committee consisted of Mrs. Lennice C. Eyraud, Miss Esta Aulman, and the late Mamie B. Lang. The committee expresses its appreciation to May Gearheart, Madilene Veverka, and others. Copies will be sent free to teachers. Address Helen Heffernan, State Commissioner of Elementary Schools, Sacramento, Cal.

FIELD DEDICATED TO SUPERINTENDENT

"STEPHENS'S FIELD" is the name of the new athletic field in Long Beach, and it is named in honor of and dedicated to Superintendent of Schools W. L. Stephens. The students of the Woodrow Wilson Senior High School planned and executed the surprise, and though members of Mr. Stephens's family, his office force, and all the school people knew what was afoot, Mr. Stephens did not know of it until he stepped upon the platform of the field and picked up a program which began:

Dedication Stephens's Field

"He heard the call of youth and heeded"

Regarding this dedication Mr. Stephens has declared, "I don't know that anything in my school career has stirred me quite as deeply as this manifestation of confidence by the students of the Woodrow Wilson High School."

The sum of \$1,300,000 has been invested in this senior high school in grounds, buildings, and equipment.

SCHOOL BOOKS PROGRESS

ADMIRABLE progress has been made during the past few years in accurate scientific researches in the technique of reading. Silent and oral reading have been thoroughly dissected and analyzed. This new flood of light has materially assisted in the preparation of school textbooks. The author now does his work with these new findings in mind. The publisher has at his command a range of valuable data which enables him to print the volume in the best and most healthful style. The conservation of eyesight becomes a reality.

The psychology of childhood is more adequately recognized than ever before. Never in the history of the world have school children been blessed with such an abundance of well-prepared and well-printed textbooks. One need only to contrast a modern school geography with one of the 1840 vintage, or a modern reader with the one that "we used when we went to school," to appreciate the great forward strides that have been accomplished.—V. MacC. in *Sierra Educational News*.

HUMANE EDUCATION

THE LATHAM Foundation for the Promotion of Humane Education, Latham Square Building, Oakland, Cal., publishes a story service for public schools. The material is helpful, practical, and interesting. Children will enjoy learning more of their feathered and animal friends and the world will be a happier place if children learn the proper care and consideration of all live things. A late bulletin contains, besides other material, a bird story that should be read in every schoolroom: "What Tom and Virginia Learned About Birds." Mrs. Vera C. Scott furnished the data for the story. E. M. S. Fite is one who furnishes the story service. One of the notes from the bulletin follows:

A Model Plan.—In our next issue we hope to have all the details of the Kind Deeds Club Council which Mrs. Borneman, principal of the B Street School, Hayward, has organized. The plan is so far-reaching that it controls seventeen classrooms and is a signal success and a model for all large schools.

THE ENGINE PROJECT

THE VALUE of the Modern School Readers by Ruth Thompson and H. B. Wilson, Superintendent of the schools in Berkeley, has again been proved. In the January issue of *Primary Education* there is an article, "Our Engine Project," by Isabel Lawrence, which deals with a project based on the Primer of the Modern School Readers, which Miss Lawrence carried out in her first grade in Skykomish, Wash.

The developing of the project, a picture of the engine the children made, and all details are given in this article, which is both interesting and instructive. The project was carried out just after Christmas, 1925, and its execution occupied about one month. The engine later was placed on exhibition, and so great was the interest in it that fathers of the children sent word asking that it be held until all of them could view it. The final exhibit was held at the close of school last summer.

This Primer and Book I are the basal books used in teaching reading in the Migratory schools in the San Joaquin Valley. They were chosen for their Americanization, dramatic, practical, socializing, and interest values.

The Modern School Readers are published by the Harr Wagner Publishing Company, San Francisco, and are purely a Western product with an international appeal.

NATIONAL THRIFT WEEK

ACCORDING to a recent announcement from John A. Goodell, executive secretary of the National Thrift Committee, the celebration of National Thrift Week, 1927, is as follows:

January 17—Thrift Day.

January 18—Budget Day.

January 19—Life Insurance Day.

January 20—Own Your Home Day.

January 21—Safe Investment Day.

January 22—Pay Bills Promptly Day.

January 23—Share With Others Day.

SCHOOL SCALES



Guard the health of your pupils with a reliable School Scale.

Our School Scales have been especially designed for School Room use. They are of reliable accuracy, and supreme in efficiency and convenience.

They are of convenient size, have comfortable cork platform,agate beam bearings, red bronze beams, quick action measuring rod graduated in inches, patented lever construction, handy direction plate.

Capacity, 300 lbs., graduated in ounces. Sold with or without measuring rod.

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Schorling-Clark's Modern Mathematics

Huntington-Cushing's Modern Business Geography

Robbins's School History of the American People

Foote's Civics of My Community

Washburne's Common Science

Fall's Science for Beginners

Hale Literary Readers

Hall's Poco a Poco

Wohlfarth-Rogers' New-World Speller: Third Book

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Oral and written composition is fashioned out of the child's own experience and taught by story telling, letter writing, debates and dramatics.

In the third grade correct forms of the most frequently used incorrect expressions are introduced. There is further drill in the fourth on the same expressions but in new and varied situations. By more extensive drill he has learned at the end of the fifth grade to speak correctly without having his mind confused with technicalities.

Arrived at the higher grades he clinches his habit of correct speech by learning why such forms are used.

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CENTRAL SECTION MEETS

THE CENTRAL Coast Section of the California State Teachers Association held its convention in old Monterey during the middle of December, 1926. Headquarters were located in the beautiful and just-opened San Carlos Hotel. The meetings were held in the Monterey Union High School, in one of the larger Monterey elementary schools, and in the Pacific Grove High School.

At 1:30 p. m. on December 13, Superintendents Cecil D. Peck, James G. Force, Catherine U. Gray, and Robert L. Bird called their various groups together in separate institutes and gave talks on local school conditions.

At 2 p. m. all the teachers came together in a joint institute under the chairmanship of Superintendent James G. Force. They were welcomed by Mayor W. G. Hudson and Superintendent J. H. Graves. Superintendent Karl F. Adams gave the response from the visitors. Frank Waller Allen delivered the principal address of the afternoon and was followed by Mrs. Noble White and Mrs. Louise Taft, speaking in the interests of the California Teachers Association and the W. C. T. U., respectively.

On Monday evening the teachers were treated to an intimate glimpse of early California history. The Honorable Edward White, former Commissioner of Immigration and brother of Stephen M. White, had spent his boyhood and early manhood about Monterey Bay, and he gave the teachers a most interesting account of incidents of the times from 1850 on.

On each of the mornings the teachers were divided into special subject groups for instruction and conference. Many of the leading educators of the state were present as instructors, and held the interest of their groups for the three mornings. During the conference period live interest was developed and many local problems given careful consideration.

The last hour of each morning was given over to a general session. The three speakers were Superintendent Will C. Wood, Professor M. V. O'Shea, and Commissioner Nicholas Ricciardi.

Tuesday afternoon the teachers were divided into groups. Section meetings were held for high school teachers, for upper grade teachers, for intermediate grade teachers, for kindergarten-primary grade teachers, and for rural teachers. Each of these was addressed by educators particularly interested in their respective groups.

After a short session on Wednesday afternoon the teachers gave themselves over to recreation. Picked teams played a spirited game of baseball, while some hundreds of the teachers were given a ride over the famous Seventeen-Mile Drive by the Rotarians and others of the Peninsula.

On Tuesday evening the teachers of the Peninsula entertained the visiting teachers with a beautiful reception and dance held out at Hotel Del Monte; while on Wednesday evening the player folks of Carmel and the musicians of Pacific Grove furnished entertainment.

Business was transacted at a preliminary business meeting on Wednesday afternoon and at a final business meeting on Thursday afternoon. The officers elected for next year are:

- President.....Superintendent James G. Force
- Vice President.....Principal James Davis

- Treasurer.....Superintendent J. H. Graves
- Secretary.....T. S. MacQuiddy
- Council Representative.....Catherine U. Gray

COUNTY COMMITTEEMEN

- Santa Cruz County.....H. L. Stevens
- San Benito County.....Miss Gretchen Wolfing
- Monterey County.....Miss Grace Widemann
- San Luis Obispo County.....A. M. Fosdick

The following is a list of some of the lecturers, instructors, and conference leaders:

- J. Evan Armstrong, president of Armstrong College of Business Administration.
- Walter L. Bachrodt, Superintendent, San Jose City.
- Arthur H. Chamberlain, executive secretary, California Teachers Association.
- Ellwood P. Cubberley, dean of the School of Education, Stanford University.
- Doctor Ruby Cunningham, associate professor of hygiene, University of California.
- Doctor G. E. Freeland, San Jose State Teachers College.
- Mrs. Mabel F. Gifford, Assistant State Superintendent.
- J. H. Graves, Superintendent of Monterey City Schools and Monterey Union High School.
- Miss Helen Heffernan, Commissioner of Elementary Education.
- J. W. Linscott, Superintendent Emeritus, Santa Cruz.
- Miss Doris McEntyre, director of English and dramatic art, Oakland public schools.
- Miss Katherine McLaughlin, University of California, Southern Branch.
- Richard J. Werner, Commissioner of Secondary Education.
- Will C. Wood, Superintendent of Public Instruction.

The music of the convention was arranged under the direction of the following leaders: Amy Spafford, Monterey; H. N. Whitlock, Santa Cruz; Alice H. Hooton, Hollister; Holace Metcalf, San Luis Obispo.

BAY SECTION ELECTION

RESULTS of the election of officers of the California Teachers Association, Bay Section, which met December 14, follow:

- President, Walter L. Bachrodt of San Jose.
- Vice president, Florence Tillman of Oakland.
- Secretary-Treasurer, E. G. Gridley of Oakland.

The eight new members of the State Council from the Bay section, with terms expiring December 31, 1929, now are:

- L. P. Farris, principal of Alexander Hamilton Junior High School, Oakland.
- J. M. Gwinn, City Superintendent of Schools, San Francisco.
- David E. Martin, County Superintendent of Schools, Oakland.
- W. G. Paden, City Superintendent of Schools, Alameda.
- Bruce Painter, City Superintendent of Schools, Petaluma.
- Thaddeus Rhodes, principal of Francisco Junior High, San Francisco.
- May C. Wade, principal of Cragmont School, Berkeley.
- H. B. Wilson, City Superintendent of Schools, Berkeley.
- W. P. Cramsie, principal of Washington School, San Jose, to fill the one-year unexpired term of Walter Bachrodt.

Mr. William H. Hanlon, County Superintendent of Schools of Contra Costa County, was made chairman of the Legislative Committee.

OFFICERS of the Inyo County Teachers Association who were elected include: Council representative of California Teachers Association,

Southern section, Mrs. Vinnicum; president, Miss Truscott; secretary, Mr. Locher; vice president for B. U. H. S. district, Mr. Hall; president Inyo County High School Association, Mr. Locher; vice presidents, Mr. Meally, Mr. Chance, Mr. Clyde; secretary, Mrs. Rees. The meeting was held in Bishop during the early part of December.

PART TIME STUDENTS

DOCTOR LEONARD LUNDGREN, principal of the Part Time High School (Continuation School), San Francisco, has recently summarized a survey of the jobs held by part time students and of their weekly wages. The total number of students in the survey was 2132. Of these, 27.5 per cent are engaged in trades and industries, this group including factory workers, machine operators and helpers, etc.; 14 per cent in transportation—auto-truck drivers, telephone operators, etc.; 25.5 per cent in merchandising—sales persons, bundle-wrappers, etc.; 10 per cent in domestic, professional, and personal service—nurse girls, waitresses, bootblacks, newsboys, etc., and 23 per cent in commercial occupations—bookkeepers, typists, stenographers, office messengers, etc. More than 50 per cent of this entire number are receiving a weekly wage of \$15 or more. About 7 per cent receive a weekly wage in excess of \$20.—*The Loud Speaker.*

AUTHORITY ON FLOWERS

KATHERINE CHANDLER, author of "As California Wild Flowers Grow" and "Wild Flowers Children Love," and an authority upon wild flowers of the West, has been delivering lectures at a number of schools on the wild flowers of California. Miss Chandler is familiar with the flowers as a botanist and also has made a study of the legends and interesting stories concerning the wild flowers. She is popular as a speaker for those schools that are particularly interested in flowers and gardens. Her books are used in many schools of California.

MAUDE I. MURCHIE, state supervisor of teacher-training courses in home economics, has mailed to home economic teachers a suggested program of work for one-year course for vocational full-time class in home economics. According to Miss Murchie, to be satisfactory such a course "should deal with all the important duties and responsibilities of the home selected within the range of interest of the students. The content should serve specifically their personal needs as well."

A NEW grammar school, with an auditorium, playgrounds, and twelve classrooms, will be constructed in New Monterey soon as a result of the overwhelming support of a \$90,000 bond issue for construction of the building. In making their plea for the bond issue, the school trustees stated that there are now almost as many grammar school students in New Monterey as there were in the whole of Monterey a few years ago.

WILLIAM WARREN FOOTE, formerly an instructor at the Point Loma High School, San Diego, has been elected assistant in physical education at the Santa Ana High School. The office is one newly created. The gymnasium facilities are to be improved in the near future.

Bradley Art Materials

Tonal-Tempera Poster Colors

Twenty-eight colors of superior quality for posters or show cards. Put up in 2-oz. large mouth bottle, also 6-oz., 8-oz., pint and quart jars. Especially adapted for design and decorative painting, where opacity is essential, Tonal-Tempera Colors provide a means for effective poster work of the highest standard.

Tonal-Tempera Colors are made from the best pigments available for the production of opaque water colors, and their easy washing and covering qualities are quickly recognized and appreciated by all who use them. They are colors of distinctive character, giving life and snap to any subject.

The general appearance of Tonal-Tempera Colors when applied is of rich pastel quality, with a dull, velvety surface. Posters made with these colors are easily readable from any angle, as they are free from glaring side-light reflections.

Tonal-Tempera Colors dry quickly and one color may be overpainted with another without disturbing the first surface.

Perma-Kraft

For the making of permanent models. Perma-Kraft is a non-firing plastic clay for modeling and crafts work. It is prepared in powdered form and when mixed with water makes a perfect plastic modeling medium. It dries hard and will not crack or crumble. Perma-Kraft is especially recommended for pendants, beads, book-ends, sand table problems, etc. The models may be decorated with enamel or water color.

Bradley's Gesso for Relief Decoration

Gesso is a thick, heavy color medium which adheres to metal, glass, ivory, celluloid and wood. It is applied with ordinary water-color brushes, flowing freely without heating, drying quickly and perfectly hard. Relief effects are secured by applying superimposed coats.

Gesso decoration is the revival of an ancient European art, and is now widely used to secure color relief decorations. Bradley's Gesso—the finest made!—is supplied in 2-oz. jars, ready for use. The colors are: Rose, Scarlet, Tangerine, Melon, Mineral Green, Robin's Egg Blue, Cadet Blue, Green, Slate-Black.

Art Enamel

Bradley's Art Enamel is a high-grade enamel paint, air drying and absolutely waterproof. It is a perfect medium for decorative and design on any surface except paper.

Art Enamel is suitable for Toys, Furniture, Boxes or other wooden objects, as well as China, Earthenware, Glass, Celluloid, Oilcloth, Beads whether of wood or of Moldolith.

Around every home are numberless objects worn and scuffed, which would become not only things of beauty, but become more useful, through the application of the proper art enamel.

Bradley Art Enamel is manufactured in a carefully chosen range of colors, and is of sufficient strength of tone, and has enough body to finish perfectly in one coat, with the beauty of tone and gloss desired, in this medium.

Bradley's Art Enamel is made in the following colors: Red, Dark Red, Chrome Orange, Yellow, Dark Green, Foliage Green, Green, Blue, Light Blue, Dark Blue, Violet, Brown, Gray, White, Black, Ivory.

Bradley's Cementint

A high-grade colored cement mixture, prepared in nine artistic colors, for molding vases, candlesticks, book-ends, flower boxes, and all small decorative cement work.

Cementint is put up in a waterproof container. No sifting is necessary, allowing it to be mixed with water without removing from the original package.

Made in the following colors: Natural, Grey, Yellow Ochre, Indian Red, Green, Burnt Umber, Burnt Sienna, Raw Umber, and Raw Sienna.

Cementint Lacquer

A highly waterproof lacquer, transparent, light amber in color for use on objects made with Bradley's Gesso, Cementint, or Moldolith. Can be used over Bradley's Tempera Colors to give the lustrous effect of enamel.

Bradley's Kraft-Ti-Dye

An excellent dye prepared especially for school use, economical in cost and satisfactory in results. Adapted for coloring fabrics, for Batik work, block printing and stick printing and also makes an excellent woodstain for the manual arts. Kraft-Ti-Dye is a high-grade aniline product and simply needs dissolving in water to be ready for instant use. Put up in collapsible metal tubes. Seven colors: Red, Orange, Yellow, Green, Blue, Purple and Black.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

"SCHOOL PROGRESS" is the title of a school newspaper published monthly under the direction of the school department of the city of Sacramento, where C. C. Hughes is Superintendent. The contents of the paper tell of work that is being done in behalf of the local public schools. Mr. Hughes conducts a news column; Assistant Superintendent J. C. Overturn writes feature articles; the Parent-Teacher Association has a column, and there are many items of interest in the four-page paper.

GUY MARCH HOYT, assistant director of the department of psychology and educational research in the Los Angeles city school system, is associate editor of the *Educational Research Bulletin*, published by the school department. Elizabeth L. Woods is editor and Willis W. Clark is managing editor. Articles of value and interest to all educators are published in the monthly bulletin.

THE BRAWLEY Union High School, Brawley, Cal., of which C. N. Vance is principal, ranks high in attendance and in the standing of its pupils, according to a recent writeup of the school in the *Brawley News*. More buildings are being added to the high school group, and a junior college is under course of construction. D. S. Richmond is District Superintendent of Schools.

A \$170,000 site has been purchased in Glendale for the new high school. The money was paid from funds voted for the purpose last spring, according to George U. Moyse, principal of the Glendale Union High School. R. D. White is Superintendent of the Glendale schools.

MISS M. L. RICHMOND, former County Superintendent of Kings County schools, has gone to Sonora, Tuolumne County, where she has accepted the position of General Supervisor of Schools.

AGRICULTURAL work among boys and girls of Monterey County has been a valuable educational enterprise during the last year, according to the report compiled by O. L. Eckman, connected with the agricultural extension service in the office of County Superintendent James G. Force. During the past year nearly three hundred boys and girls were enrolled in various contests of the agricultural

movement. Sixteen clubs were organized. Sixty-seven girls worked on clothing projects and 230 boys and girls entered contests.

THE CHICO elementary schools reached the peak of attendance during the school year in November, according to school reports from Chico, where Charles H. Camper is City Superintendent.

A NEW ANNUAL contract between the Chico Board of Education and the Chico State Teachers College for the handling of students in the junior college department has been drawn up by Superintendent Charles H. Camper. This contract makes it possible for high school graduates to get two years' undergraduate work at the local institution before leaving to attend the state university. This movement was begun five years ago, with three pupils in attendance. Now there are something over 125 students.

SACRAMENTO has been selected for the 1927 convention of the California High School Principals Association. One of the features of the coming convention is a proposed monster symphony orchestra, composed of the best musicians in the high schools of the state.

ENTHUSIASTIC over the results obtained during the past year on the high school practice farm, the Stockton Board of Education has ordered the purchase of about sixty-two acres of farm land, seven and one-half miles from Stockton. The price will approximate \$18,500.

The agriculture instructor, J. Mitchell Lewis, plans to continue with the present plan of farm work. In squads of five, the ninety-six boys of the class rotate the farm work. Each group is assigned to work for five weeks. The boys, with Lewis, leave for the farm following school hours, put in two hours of work before supper, spend the night at the farm, work an hour before breakfast, and then are brought in to school for the remainder of the day. Half a day each Saturday is spent on the ranch.

Ansel S. Williams is City Superintendent of Schools and W. Fred Ellis is principal of the high school.

DOCTOR LILLIEN J. MARTIN, author of "Mental Training of the Pre-School Age Child," will conduct a ten weeks' seminar and conference on "Child Guidance and Habit Clinics" in San Francisco beginning in January. The fee includes a copy of Doctor Martin's text. This is a university extension course, and Joseph Marr Gwinn, City Superintendent of Schools, San Francisco, has called attention to the course in his bulletin to the teachers of the Bay City.

MRS. ELSIE BOZEMAN, recently elected County Superintendent of Schools in Kings County, and Mrs. Edith Knapp, whom she has appointed as her deputy, were entertained by students of the Excelsior School in Hanford, when they retired last month from the principalship and teaching force of the school to accept their new positions.

MISS ANNIE E. FRANKS, a retired school teacher of San Francisco, died recently. She had taught in schools of the bay city for thirty years.

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OCEANSIDE-CARLSBAD HIGH SCHOOL CAFETERIA

By MARTHA WRO
(Pupil of Oceanside-Carlsbad High School)

OUR SCHOOL has a very efficiently run cafeteria. The plan is simple and is very easily handled in a small school of 275 students. The County Superintendent has complimented us on the unique plan of the cafeteria, and she wishes that we pass the plan along.

The cafeteria is under the management of our vice principal, Miss Newton. She attends to the buying of groceries and articles needed at the à la carte and candy stands. She oversees all student help and supervises the cooking. She also has charge of all money matters and of the serving of the food. The cook is hired and paid by the school board, because we do not have a class in cooking this year. Three students are hired to act as cashier, waitress on the teachers' table, and saleswoman back of the à la carte stand. These students receive a regular lunch plus five cents extra to be taken out in candy, pop, ice cream, etc. The dishwashing and wiping are done by volunteer student help. The several classes take turns at the dishes for one week. Miss Newton appoints a chairman in the class, who in turn asks for help, and the dishes are all washed and wiped during the noon hour. This leaves the entire afternoon to the cook, who is then free to make cakes and "goodies" for the next day's lunch.

We have a very good variety of lunches, and we have a choice between two lunches each day. These are some examples of our menu:

Lunch 1—Hot roast beef sandwich; apple sauce; ice cream.	Lunch 1—Meat stew with vegetables; bread and butter; tomato salad; ice cream.
Lunch 2—Potato salad; bread and butter; apple sauce; ice cream.	Lunch 2—Two hot dogs; tomato salad; ice cream.

We are asked to sign up a day ahead of time on a list placed on the bulletin board in the study hall.

The lunch is served cafeteria style. Many things are left on the stove and served while the students pass, but if this is impossible the edibles are left on the stove until the first arrive and then they are placed on a table and served as the students pass. We have the choice of eating in the palm-leaf shack, built by our wood-shop class, or in the cafeteria. After the students finish, those who eat in the cafeteria scrape and then stack their dishes on the sink in the cafeteria, and those who eat in the "shack" stack their dishes in pans left on the step for this purpose. This idea of scraping and stacking the dishes saves time for the dishwashers.

Lunch is also served à la carte style. Candy, pop, ice cream, etc., are sold in connection with à la carte. The à la carte serves both the grammar school and high school children. The senior class runs a candy stand in connection with the à la carte. Their stand is placed in the main building, where it is easily accessible to the students. An idea of the popularity of the senior candy stand can be obtained through the profits last year. Our school then probably had two hundred students, but we received a profit of approximately \$375 from that stand.

When our football boys are to play outside teams, Miss Newton has a special lunch prepared for them. The price is 40 cents, but it is easily seen that the lunch is worth that amount or more, for this is a menu: Steak, baked potato, toast, milk, and ice cream.

The first month this year we made \$157.72 profit from our cafeteria, the second month \$188.22, and the third month \$201.34, making a total profit of \$547.28 for the first three months of school. The profit itself doesn't come from the lunches, for we feel the lunches really cost what we ask for them. We make our profits on the sale of ice cream, pop, etc., for we can sell these articles with profit. All profit made in the cafeteria is turned over to the student body and used to advantage.

FRESNO TOY PROJECT

A TOY PILE project at Lincoln School, Fresno, was handled recently by the vocabulary class. This class, composed of those children who do not have enough knowledge of English to do first-grade work, constructed ninety-four toys, consisting of bean bags, rag dolls, jump ropes, harnesses, aprons, baby's bib, and two dresses, all of which they donated to the toy pile. The program was built around these activities, which naturally introduced and called forth the conversation desired.

"It is our experience that this training is helpful in improving the chance of the individual to make normal progress in school. Without a speaking vocabulary it is very difficult to carry on the work of the first grade. We are endeavoring to provide a situation that will build up a vocabulary for learning to understand first, and then to read," declared Robert McCourt, principal, in speaking of the project.

SANTA BARBARA SCHOOLS RANK HIGH

THE CURRICULUM of the Santa Barbara elementary schools has been rated among the highest in the United States by the Bureau of Curriculum Research, Teachers College, Columbia University, composed of leading educators of the country, who have published the results of their intensive inquiry. The book, "Rating of Elementary School Courses of Study," has just been received by Superintendent of Schools Paul E. Stewart.

More than nine thousand courses of study were examined carefully by the committee, which eliminated all but the first hundred, every city over 2500 submitting its list.

Santa Barbara was rated among the first six cities in civics, the first seven in history, and the first eleven in language and grammar.

The course of study in Santa Barbara is the work of Mr. Stewart, who organized the work when he first came to Santa Barbara, and after two years' research under his direction, with the help of the entire faculty of the city elementary schools, the curriculum was published in 1921. At that time the first eight grades made up the elementary schools, as the junior high school had not yet been founded in Santa Barbara.

Since 1921 the curriculum has not been revised. Santa Barbara was one of the pioneers in this work in California, few cities having well-defined courses of study.

Other cities in California mentioned by the bureau are San Francisco, Los Angeles, Long Beach, Oakland, and Berkeley.

Mr. Stewart has appointed committees of teachers who will plan, under his direction, revision of the curriculum.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Art Appreciation and Library Service

MISS SUSAN T. SMITH, librarian, Sacramento City Library, has succeeded in developing an appreciation of creative art among the patrons of the city library. By request she has written the following interesting article concerning this special line of library service:

There are still many people in our community who look upon the library merely as a dispenser of western stories and Huck Finn. But even those who know that it also furnishes a great variety of facts and information for inquiring minds are amazed to learn that it gives a service entirely outside the realm of books.

Pictures always have played a large part in our civilization, but never has their influence been so great as it is today, and the use of pictures to develop an appreciation of creative art has become one of the most vital functions of our library service.

For a number of years the etchings and prints sent out by the California Print Makers Association have been exhibited in the library. One of our modest local artists, a pupil of Whistler, suggested that they would be appreciated and enjoyed more if the public learned how they were made, and volunteered to bring her tools and materials to show the various steps in the process.

From this small beginning has grown a series of exhibits of all kinds, showing the work of our native artists. Oil paintings, water-color sketches, landscapes, portraits, posters, book illustrations, conventional designs, bookplates, and prints have all taken their turn in stimulating the public taste. Gifted amateurs have been given encouragement, and in almost every case they have received remunerative recognition. The class of appreciative patrons is growing and our shops and public buildings are giving evidence of a finer decorative sense in their signs, wall decoration, and architectural sculpture.

From gifts, an occasional purchase of prints or illustrated books, and clippings from magazines and pictorial news, the library has built up a picture collection of its own, which is constantly referred to for costumes of various countries and periods, designs for medallions and stained-glass windows, the teaching of art appreciation in the schools, and for commercial uses of all kinds, especially window-display decorations. Last year we started a file of Christmas cards, having only those with unusual or original designs and sentiments. Every one of these cards has been in circulation during the month of December.

Thus, as a result of local art displays and a library picture collection, we are gradually developing a sense of art as something necessary to the life of the community.

Sample Book Collections

FEW YEARS ago the Alameda County Library purchased the books listed in the "Children's Catalog of One Thousand Books" as a sample collection for the teachers of the schools that had joined the county library. These volumes did not circulate, but were used as a guide for the teachers in ordering books for cultural reading. They were graded from the first through the eighth grade. The teachers were invited to look them over at any time. Many availed themselves of the opportunity before making requisitions for library books.

The need of a sample collection of supplementary books was also apparent. Many new teachers would visit the school department of the county library, and if supplementary books they desired were not on the

shelves, they could not be sure from the titles of the books that they were the ones that would best fit the needs of the children. To help solve this problem the County Librarian bought one copy of each supplementary book listed in the course of study. These books are graded to conform with the school manual and are displayed as a sample collection on shelves in a conspicuous place in the school department of the county library. The collection has proved to be so valuable that the County Librarian considers it well worth the cost and the time spent upon it.

The Chico State Teachers College also has a sample collection of supplementary books for elementary schools, presented to that institution as a permanent exhibit by the Macmillan Company. The company stipulates that the exhibit shall be kept intact and readily accessible to all students. It is located in the children's library and the books are marked "Macmillan" by the use of a strip pasted across the face.

"Grownups' Book Week"

DURING Children's Book Week so many people visited the Alhambra Public Library to see the exhibit of books that the librarian decided that the adults of the city would welcome a "Grownups' Book Week." The exhibit was planned as a suggestion for Christmas buying and extended over a period of ten days. Groups of recent and worth-while fiction were displayed, as well as non-fiction of every description. The exhibit provided an excellent opportunity to "sample" books before buying.

THE LONG BEACH Public Library is endeavoring to promote home ownership of books, because it develops an appreciation of books that is invaluable. During December the librarian arranged an attractive exhibit of recommended volumes. It was divided into groups, among them being those of non-fiction, "old favorites," the best of new fiction, and books for Christmas gifts costing less than \$2. In addition to this service the library furnished lists of books to suit the needs of various patrons.

Progress in Imperial Valley

BRAWLEY, with an estimated population of over seven thousand people, depends entirely upon the Imperial County Free Library for library advantages. It is one of the large shipping centers of California. Two new hotels have been erected to accommodate the many people who come and go during the different shipping seasons. These transients, as well as the permanent residents, turn to the library as their source of supply for both recreational and serious reading. A new junior college and various civic organizations needing reference material have added to the demand for increased library service for this thriving town.

Prior to this year the Brawley branch library, with an untrained custodian, has been in restricted quarters open only a few hours in the afternoon and one in the evening, six days a week. Without an increase in the county library tax rate, the betterment of

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conditions was impossible unless assistance came from the local community.

The progressive City Council of Brawley rose to the occasion. They enlarged and remodeled the quarters and joined with the county library in securing the services of Miss Fannie V. Doudin, a trained librarian, who took charge the first of November. The circulation has already shown a decided increase. Miss Doudin holds a story hour for the children every Saturday morning, which is well attended. The patrons show a general attitude of satisfaction that augurs well for the future of the Brawley branch of the Imperial County Free Library.

Teachers Report on Care of Books

IN SAN JOAQUIN COUNTY a concerted effort is being made by the Supervisor of Rural Schools and the head of the school department of the county library to make the proper care and appreciation of books a part of the children's education.

Prior to Children's Book Week many children wrote compositions on "The Care of Books" or "Ten Suggestions for Care of Books." The best ones were selected, prominence given to them, and a particularly fine selection of books sent to the schools that had excelled in the contest.

The elementary schools of San Joaquin County have a concise yet comprehensive report card, including also a record of promotion to or retention in a grade. It contains not only a record of the subjects studied by the child, but also a report on points involving good citizenship and health. With such a card it was logical to report on "Care of Books" as a responsibility involved in citizenship. To make this a daily habit of each child, the Rural Supervisor had it placed on each child's card, and the teacher, by means of a check mark, calls the parents' attention to any remissness on the child's part toward its responsibility for the care of public property.

Boyer Branch, Colusa County Library

THE BOYER BRANCH of the Colusa County Free Library was established early in December and gives promise of being a most thriving one. It is located in the home of Mr. and Mrs. J. R. Davis. Mr. Davis is foreman of the River Garden Orchards, and his wife, a graduate of the University of California, is custodian of the branch.

This is a new community of about sixteen families in the southern part of Colusa County. This section is being developed by the River Farms Company. The company expects to keep not less than sixty single men there. During harvest probably about four hundred men will be employed. They are quite a distance from any town and, as the foreman expressed it, "No place to go—time to read."

Inyo County Library Custodians' Meeting

ALTHOUGH the Inyo County Library was started in October, 1913, it was not until December 6, 1926, that a meeting of the custodians of its branches was held. In a county of over ten thousand square miles, with much desert and mountain area, it requires the dauntless spirit of a County Librarian like Miss Anne Margrave to initiate and carry through a movement of this kind.

Mr. Milton J. Ferguson, State Librarian,

bargain day!

We have on hand a quantity of school furniture, consisting of pupils' desks, teachers' desks, Vienna chairs, tables, and blackboard, which is on our year-end clearance schedule. This is not a lot of broken-down, second-hand, odds and ends, but good, first-class furniture, of which some is the last of a series, or an overstocked style or size which has accumulated during the last six months, and some was in our warehouse fire. It is a real saving. The prices are cut substantially.

Write for further details on any equipment you may be needing. The chances are we have it in this lot. And, of course, we have all kinds of regular new school furniture.



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and Mrs. Julia G. Babcock, librarian of the Kern County Library, were the speakers from outside the county. Emulating Miss Margrave's zeal, each one made the trip by machine in order to accomplish library business en route, as well as to attend the meeting.

It was doubtless the first time a State Librarian had paid an official visit to Inyo County, and probably no other neighboring County Librarian had practically trekked her way in through snowstorm, rainstorm, sandstorm, and windstorm to visit the Inyo County Library. It was especially appropriate that Mrs. Babcock should speak on "The Human Element in Library Work" and emphasize the need of remembering that people are more important than things.

Mrs. B. T. Best, custodian of the branch at Bishop, gave a splendid paper. She has accomplished so much at Bishop branch that she is one of the outstanding custodians of California.

The Inyo County Board of Supervisors was in session, and its members, Mr. and Mrs. Ferguson, Mrs. Babcock, and the custodians attended a dinner at Independence Hotel as the guests of Miss Margrave.

Notes

AN INTERESTING folder has been issued recently by the Tuolumne County Chamber of Commerce. It calls attention to the historic background of the county, but deals primarily with present conditions and presents the advantages the county has to offer to homeseekers, business men, or those on pleasure bent. Among the attractions it lists the Tuolumne County Free Library, with its twenty-five thousand books.

MISS ISABEL CRANE, librarian of the Colusa Free Public Library for twenty-five years, died on December 19, after an illness extending over several months. She will be missed by everyone in the community, as she was greatly beloved.

MISS EDITH GANTT, County Librarian of

Plumas and Sierra counties, keeps in touch with the custodians of the community and school library branches by sending them a monthly letter. In her December letter to them she said: "The children are reading more all the time. In fact, the children of Sierra County are reading so much that it is a bit hard right now to keep them all supplied. The children of Plumas County have more than doubled their reading the last two years."

THE CENTRAL Coast Counties Institute was held at Monterey December 13-18. The following County Librarians attended: Miss Fl. Gantz, San Luis Obispo County; Miss Florence Wheaton, San Benito County; Miss Anne Hadden, Monterey County, and her assistant, Miss Dorothy Ellis, head of school department of the county library. Exhibits were made by the visiting librarians of books that were suggestive of ones that are available for the use of the schools.

WORLD ESSAY CONTEST

THE AMERICAN School Citizenship League announces a World Essay Contest which is open to students of all countries. Three prizes of \$75, \$50, and \$25 will be given for the three best essays in each set. Full information regarding these essays may be obtained by writing Fannie Fern Andrews, secretary of the American Citizenship League, 405 Marlborough Street, Boston, Mass. Subjects of this year's essays, the contest closing June 1, are:

1. Open to students in normal schools and teachers' colleges, "The Teacher an Agent of International Goodwill."
2. Open to seniors in secondary schools, "How the Youth of the World Can Promote International Goodwill."

WILLIAM H. BRINKMAN, who was principal of the Needham School in Lodi, Cal., for four years, has been chosen principal of the grammar school at Williams, Cal.

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THE SPREAD IN SCHOOL INFLUENCE

IN ESTIMATING the efficiency of our schools, should the emphasis be placed on scholarship or citizenship, capacity or character, or both?

In the life of the individual, even as in the life of the nation, the activities of today are conducted in the light of their influence on the affairs of tomorrow. So it is with education—its prime business is the development of the individual to build the nation's future. "One's way of looking at things does not depend upon the size of the town he lives in but on the size of his mind." With education there need be no "Main Street."

Our educational system works in many directions. It enlarges the earning value of the child to its parent and to the nation. It brings an Americanizing influence to bear on the lives of our foreigners. It steps forth to rehabilitate the delinquent child, to restore the faltering physically. It develops research students, trains teachers, and makes possible the professions.

These are all essential in our scheme of things. However, education is especially concerned with the *many*. They hold the balance of power at the ballot. It is important, therefore, that they have an interest in and an understanding of public issues. It is to them we look for establishing a wholesome social morale. It is important, then, that they be educated in an atmosphere of faith and hope. It is important that they be educated to relish their work, and with a proper balance between work, worship, and play, they may enjoy toil and utilize the increasing leisure allotted them without being bored or tempted to dissipate.

It is a misconception to conclude that educating a person is reducing his efficiency to toil. His capacity to work should be none the less because he has been schooled.

Mind helps muscle. A young college man who dug ditches during his vacations, to gain health and wealth for the next school year, recalls the Italian workman who would hum snatches of opera while he labored; an Irishman who would discuss political issues while he picked; an American who would analyze economic conditions while he worked. None of these men was less efficient with pick and shovel because, in a degree, intellectually developed. Yet their lives were richer, their resources greater. It would be unfortunate were it necessary to conserve ignorance in order to furnish an adequate labor supply.

The welfare of this country centers around the training of the many. It depends upon a high social morale, an increasing number of mentally alert producers. It requires a citizenry with intelligence to value and enjoy social contacts, with sufficient educational foundation to admit of self-development, equipped to improve its leisure, and imbued with sufficient sportsmanship to play the game. This is a contribution education makes; a contribution with intelligence, not ignorance, as the foundation.

Education should make more palatable the humbler tasks in life.

H. A. STEIDLEY has been appointed principal of the San Rafael grammar school to succeed C. B. Heryford, who recently resigned to accept the position of Supervisor of Rural Education in Mendocino County. Oliver Hartzell is Superintendent of Schools in San Rafael.

MANY CALIFORNIA SCHOOLS REQUIRE COURSES IN SILENT READING

Required courses in SILENT Reading distinct from the regular course in Reading are being provided by many California cities and counties.

Furthermore, those who make these courses are coming more and more to realize that there is a difference between merely noiseless reading and reading of the *work* type. The Twenty-Fourth Year Book brings this out clearly.

The following quotation from the 1926 Course of Study in Alameda County is typical:

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Required—Horn-Shields Silent Reading Cards (either large or revised set). In purchasing new sets order revised—Ginn and Company.

First Lessons in Learning to Study—Horn—Ginn and Company.

High 2d or Low 3d:

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High 3d and Low 4th:

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WORK AND PLAY WITH WORDS, First Steps in the Recognition of Printed Words and Sentences as Symbols of Ideas, designed by Norman H. Hall; pictures by Matilda Bruer; the Smedley & Olsen Series: This is scientific "busy work" for the little folk founded upon approved pedagogical principles. The work with colored and black and white pictures and words will furnish pleasure as well as instruction and definitely establish words in the child's mind. (Hall & McCreary Company, 430 South Wabash Avenue, Chicago.)

THE SMEDLEY & OLSEN NEW PRIMER by Eva A. Smedley and Martha C. Olsen: Some new and old material adapted to use for first grade children. The material is modern, concerns pets, family life, special day material, and many activities. Matilda Bruer has illustrated the stories in charming style. (Hall & McCreary Company, 430 South Wabash Avenue, Chicago, Ill. Price 60 cents.)

THE VALUE OF THRIFT, Talks for Young People on the Saving of Talent, Effort, Time, and Money, by Edmund Dane: Schools that include Thrift in their courses of study and readings will find this book an excellent one for the children to read. One of the interest-

ing features is that thrift as a quality alone is not emphasized, but that thrift is made possible by the saving of money that is earned by one's work. This gives the word a definite meaning that is close to the heart. "Money stands for worth or value that has been created by work." This is a point that may be driven home among those children earnestly choosing a career. What money is, talent, and wealth are dwelt upon. The viewpoint and handling of this material is practical as well as worth while. (G. P. Putnam's Sons, 2 West Forty-fifth Street, New York. Price 90 cents.)

NEW STORIES, COMMUNITY LIFE, A Second Reader of the Child's Own Way Series, by Marjorie Hardy; stories by Alberta N. Burton and illustrations by Matilda Bruer: This is a volume of stories of modern city and country life. The child meets familiar things in these stories and re-lives many of his own experiences. Social problems confronting the little folk are interestingly brought out in story form. This volume, as are all of those published by the Wheeler Publishing Company, is attractively gotten up and simply though charmingly illustrated. (Wheeler Publishing Company, Chicago, Ill.)

TUMBLING, PYRAMID BUILDING, AND STUNTS FOR GIRLS AND WOMEN, by Bonnie and Donnie Cotteral: Now it develops that we did not do enough tumbling in our babyhood, but that we should continue its practice if we would develop the body properly and cultivate suppleness! The text, illustrations, and charts of this book all dwell upon this subject, and gymnasium teachers will undoubtedly be interested in the viewpoints considered. (A. S. Barnes & Co., 7 West Forty-fifth Street, New York.)

STORIES FOR JUNIOR HIGH SCHOOLS, edited by William Rabenort: A compilation of standard literature with suggestive questions and projects. (Charles Scribner's Sons, 597 Fifth Avenue, New York City.)

FOLK TALES RETOLD by Margaret Gordon Arnold: A Book of standard material for little folk. The stories are simply written, and second and third grade children should enjoy reading them. (The Bruce Publishing Company, 354 Milwaukee Street, Milwaukee, Wis.)

THE MIDDLE COUNTRY, A Chinese Lad's Adventures in His Own Land, by Olivia Price: This is one of the Children of the World Series. In the experiences of this ten-year-old boy a valuable account of life, customs, history, and geography of China is given. The book is suitable for supplementary geographical study in the middle and upper grades. (World Book Company, Yonkers-on-Hudson, New York. Price \$1.)

SELF-IMPROVEMENT, a Study of Criticism for Teachers, by Sheldon Emmor Davis: Teacher problems are handled intensively and sensibly. (Macmillan Company, 66 Fifth Avenue, New York City.)

PRINCIPLES OF EDUCATION, by Philip R. V. Churoe: Contains theoretical basis of progressive educational practice. The material included here is usually found scattered over texts in philosophy of education, technique of teaching, school hygiene, educational measurements, and class management: The volume is replete with helpful material for student-teachers and for teachers, supervi-

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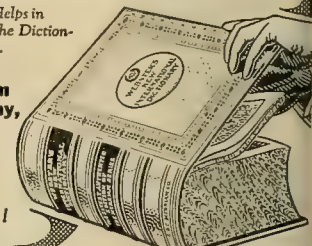
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VOL. XXXIII, No. 2

SAN FRANCISCO, FEBRUARY, 1927

PRICE, 15 CENTS

JAMES LEARNS ABOUT ARBOR DAY

By RUTH THOMPSON

TIME: A spring morning.

PLACE: On the edge of a forest.

PROPERTIES: Book, wooden bench, a piece of gum; wicker lunchbox in which are the following: cinnamon rolls, thermos bottle supposedly filled with cocoa, olives, pressed figs, walnuts, almonds, Brazil nuts, apple, orange, and maple sugar.

CHARACTERS:

JAMES, A BOY.

EIGHT BROWNIES.

SEVEN SPRITES.

[More or fewer Brownies and Sprites may be used as desired. If more, the conversation may be arranged so that each Brownie or Sprite has but one speech to make, instead of Brownie 1 and Sprite 1, etc., doing more talking. If fewer are desired, the conversation may be assigned accordingly, the conversation being allotted to the number of children taking part. The scene may be arranged as if there were a forest in the background. The children may get this effect by banking branches of trees or shrubs in the background, or by painting a scene, or by drawing trees on the blackboard if there are no other facilities. Green burlap could be used with cut-outs of trees, which the children have made, attached thereto. The wooden bench is in the foreground, thus leaving space for the Sprites and Brownies in the background: When the scene opens James is discovered seated on the bench. He is wearing his rubbers. Beside him on the bench are a book and a wicker lunchbasket. In his pocket is a stick of gum. Brownies may have on Brownie costumes, brown, the color of the bark of some tree, and the Sprites may be dressed in forest green. Costumes of course are not necessary, for it's just as much fun to "just pretend" when it is impossible to have necessary materials, and none of the value of the lesson is lost.]

JAMES (*to himself, as he is seated on the bench*): Oh, how I detest Arbor Day! I am so tired of being told to "help protect forests" and to "put out fires" and obeying every slogan I hear! I wish sometimes that someone would give me a *reason* for protecting trees. They always seem to be getting along all right.

(*A group of Brownies and Sprites of the forest appear in the background, and upon hearing what James says they look at one another in distress and shake their heads sadly. A group of Brownies approach James.*)

BROWNIE 1: Would you mind letting me borrow your rubbers?

JAMES (*crossly*): It is not wet now, as it was earlier this morning—and anyway my rubbers would be far too large for you. But yes, you may borrow them! (*Takes off rubbers and gives them to Brownie, who puts them on and shuffles around his companions.*)

BROWNIE 2: Oh James, I'd like to borrow your book! It might amuse me for awhile! (*Brownie 2 takes book from bench and runs back to join his group, laughing.*)

JAMES (*looking distressed*): They ought to be taught that borrowing things is not the best of manners!

BROWNIES 3 and 4 (*rush up to James*): Why, James, you ought to be ashamed of yourself for sitting while ladies are standing! Come on, get off that bench!

(*They almost push James off the bench, and James stands on one foot and then another looking very much disgusted. The Brownies carry the bench to the back, where the Sprites are standing. They crowd upon it delightedly, giggling and laughing.*)

BROWNIE 5 (*approaches James*): I like your shoes, and if you don't mind I'll take them! (*He begins to unlace James's shoes.*)

JAMES (*struggling*): You can't have my shoes! I never knew such crazy things to happen! I must be dreaming!

BROWNIE 1 (*steps out again*): Oh no, James, we're giving you a lesson concerning trees!

JAMES (*surprised*): Why, what do you mean?

BROWNIE 1: You said you'd like to know *why* one must help to preserve the forests, and you wondered what use trees are. We're showing you. I took your rubbers because if you don't like trees you should not profit by their products.

JAMES: What on earth have my rubbers to do with trees?

BROWNIE 1: Rubber is made from the juice of the rubber tree!

JAMES: Good gracious! But what about my book?

BROWNIE 2: I took your book because the paper in it is made from wood.

JAMES: I never heard of such a thing!

BROWNIES 3 and 4: The bench you were sitting on was made of wood!

JAMES (*as Brownie 5 stands dangling his shoes by the strings*): My shoes aren't made of wood!

BROWNIE 5: No, but the leather of which they are made was tanned from a preparation made from the bark of a tree!

(*James takes gum from pocket. Takes off paper, ready to chew.*)

BROWNIE 6: If you've finished explaining to that stupid boy, I'd like to have that piece of gum he is

just going to put into his mouth! The base of gum is made from the milky sap of a tree!

(The Brownie begins to pinch James and James hands him the gum. The dainty Sprites now come forward in a group.)

SPRITES *(in chorus)*: Oh, but we're hungry! *(They stand near James.)*

SPRITE 1: Oh look! James has a lunchbox made of wicker, and wicker is made of the twigs of a willow tree! He has no right to that lunchbox, for it is a tree product. Now we can have everything in that lunch-basket that is the product of trees!

(Sprite 1 opens box and all peer in as James groans. They give squeals of delight and hop around.)

SPRITE 1: How wonderful! Cinnamon rolls! My favorite of favorites! I can have them because cinnamon is the spicy bark of an East Indian tree. *(Takes bite of roll.)* Oh yum, yum! It's so good! I think James's mother must have made it!

SPRITE 2: Here's a thermos bottle! *(Sniffs.)* It's cocoa! Cocoa is made from the cacao bean, which grows on a tropical tree. Oh goody, I shall drink the cocoa!

(James fidgets around in his stocking feet, watching his lunch disappear.)

SPRITE 3: Olives! They're mine! They grow on the olive tree!

SPRITE 4: Here are some pressed figs! I'd rather have candied figs, but figs are figs like pigs are pigs, and figs grow on a tree. I claim them!

SPRITE 5: Do give me a chance. I see some nuts—walnuts, almonds, Brazil nuts! They're good enough for me. I'll eat every one.

SPRITE 6: The fresh apples and oranges for me! "An apple a day keeps the doctor away," you know, so I'll take the fruit, for it, too, is the product of trees.

SPRITE 7: Oh look what none of you have seen! Now it's mine! Real maple sugar! It's made from the sap of the maple tree. This certainly is a wonderful lunch—and if it were not for the trees it would not have been possible!

(The Sprites all run back to their bench. The Brownies walk thoughtfully around James.)

BROWNIE 1: I don't know if we should let him go home or not. If we do, he'll be the victim of the tree products again, and he is so undeserving!

BROWNIE 2: Oh, don't blame him. He didn't know any better, but he's learning now.

JAMES: Yes, and I'm catching cold standing here in my stocking feet, too.

BROWNIE 3: Don't worry. If you catch cold the trees will help you again. Just take some quinine—that's a good medicine, and its extracted from the bark of a tree!

BROWNIE 4: Yes, and breathe eucalyptus oil and rub your throat with it. It's wonderful for colds!

SPRITE 1 *(calls from bench)*: And if you are catching cold, drop a little camphor on a lump of

sugar. That will stop it. Camphor is a medicine made from the camphor tree!

BROWNIE 5: Really, if you go home you will have a difficult time warming up without the aid of trees and their products. First, your home is made of lumber, and so the trees shelter you! Even if your house were left to you, you could not light a fire to cook or warm yourself, for of what are matches made? And you can't burn wood, for that's tree material without any preparation except cutting!

BROWNIE 6: He could not burn coal either, for coal, many thousands and thousands of years ago, was wood! When the trees grew old, fell, rotted, mixed with other vegetation and gradually became buried deeper and deeper in the earth, the pressure and other processes gradually made what we call coal.

JAMES: Really, my friends, I never knew all of these things. If you are spirits of the trees, I don't blame you for being angry with me!

BROWNIE 7: We have not finished with you yet. If we made you tired maybe you could not even go to bed! You certainly could not if you had a wooden bedstead—and wooden bedsteads are the fashion these days!

BROWNIE 8: As far as that goes he'd have very little furniture if it were not for the trees. Just think—chairs, tables, beds—I could go on and on naming articles of furniture made of wood!

BROWNIE 1: Think of the things he uses at school that are tree products—made of wood—

BROWNIE 2: And in the garden!

SPRITE 2 *(approaches the group)*: He could not travel, either! Parts of ships are made of wood, and think of the miles and miles and miles of railroad ties which are used in building tracks on which the trains run.

SPRITE 3: Some messages he could not send if it were not for telegraph poles—parts of radio sets, even, are made of wood!

SPRITE 4: There was a little girl coming from the forest a few days ago with material for a pillow!

JAMES: Come, now, don't try to tell me that feathers grow on trees!

SPRITE 4: No, but pine needles used in place of feathers cause almost any human being to have a refreshing sleep!

JAMES: I never thought of that!

BROWNIE 1 *(not unkindly)*: Don't you really think, James, it's because you "never thought" about Arbor Day—that that is why it has had no significance to you? Teachers may *teach* and *tell* forever, but if you do not try to learn, all the time and effort is wasted—and maybe your own life, too!

SPRITE 5: While you're being practical, why don't you remind James that cork is made from the bark of a tree?

SPRITE 6: And think of how the Indians used the bark of birch trees for canoes!

BROWNIE 1: Some bridges are made of wood!

BROWNIE 2: And some pails!

BROWNIE 3: And handles of brooms!

BROWNIE 4: And wheelbarrows!

BROWNIE 5: It's "and-and" for ever and ever!

SPRITE 1: Why not think of the trees from another point of view?

JAMES: What do you mean? If many more points of view are put before me, I'll find a use for a tree myself. I'll climb one to get out of your way!
(All laugh.)

SPRITE 1: I mean the beauty of trees—swaying and bending and rustling in the breeze, peering through veils of gray fog, etched against a wild and stormy sky, sparkling in the sunshine after rain. I mean the happy, sheltering boughs where the birds build their nests and chirp and sing and warble to their heart's content! I mean the delight of a tree in summer when the weather is warm and the shade of a beautiful tree is so welcome. And have you ever seen the lacy patterns on the ground that the leaves make when the sun is shining through the branches? Children love to have swings and hammocks and seesaws under the trees. They love to scuff through a pile of leaves in the fall. Boys love to climb trees. Such fun, such pleasure, such beauty! All these are gifts of the gracious trees!

BROWNIE 1: That was a good speech and a reminder of tree-gifts that we practical ones may not have had in mind. I know, too, that trees make good soil. Leaf mold is very rich. The ground under the trees serves as a reservoir, too, and water drains slowly from it as the soil is spongy and more absorbent than a clay or matted-grass earth of the open spaces.

BROWNIE 2: There is more dampness where there are trees. Trees are moist because their roots tap water sources deep and wide in the earth. The roots send the moisture up to the leaves. They in turn give out moisture.

BROWNIE 3: Trees hold soil together. They keep ground from being washed away by waves and floods. Trees are soil-makers and soil-binders.

BROWNIE 4: Some trees serve as windbreaks in windy stretches of country.

BROWNIE 1: James looks so serious now. I believe he understands something about *why* we should protect the forests and plant trees. For every tree cut down at least *one* should be planted. If the trees are not preserved, in time there will be no more. Just think of treeless China's troubles!

(Brownies and Sprites return James's rubbers, shoes, and book.)

SPRITE 1: I'm really sorry we ate your nice tree-lunch, James, but it was so good, and if we hadn't you would not have remembered this lesson so well!

JAMES: I'll not only remember, but I'll tell everyone I know about trees. Thanks for the lesson. I know now why we should all help to preserve our forests! (*Exit James.*)

Sprites and Brownies join hands and sing in clear, sweet, impressive tones to the tune of "America":

The forest trees we love,
We thank the Power above
That gives such gifts.
We hope all trees to save,
For they such good things give—
Without the forest trees
We could not live.

HOW MUCH DO YOU KNOW?

[CHILDREN may have a contest with these questions. Pupils may be divided into five groups, each having his choice as to which group he wishes to belong, or a topic may be assigned to different rows of children in the room. The child winning the contest in each group should be given a present of some tree product—a pencil, a nut, an apple, a piece of paper, or some other small gift.]

THE ASSIGNMENT: Write on paper a list of all things you can think of that come under this topic:

1. Food We Get From Trees.
2. The Use of Wood at Home.
3. The Use of Wood or Tree Products at School.
4. Tree and Tree Products in the Garden.
5. Uses of Tree Products Exclusive of Food, Home, School, Garden. (*This list may include carriage wheels, telegraph poles, fence posts, etc.*)

NAMING THE TREES

By RUTH THOMPSON

[PUPILS may read these rhymes and fill in the blanks. There is a mark for every letter that helps to spell the name of the tree, and the name in each case rhymes with the last word in the second line of the verse. Pupils should, after filling in these blanks, write some rhymes, using observations they have made regarding the trees, and the pupils may fill in the blanks.]

1. There is a tree that grows good food,
For furniture it's cut;
Its wood is hard and useful too,
It is the strong -----.
2. One tree we always surely love,
Its market's always staple;
Its leaves turn red and gold and brown,
It is the sugar -----.
3. A tree whose fruit we love to eat,
(Fruit is healthy, so they teach)
And this fruit's good, both raw and canned,
It's the delicious -----.
4. In forests deep in tropic lands,
There grows a useful tree;
Expensive is that wood for us,
It is the -----.
5. There is a tree that seems so sad,
Its grief will never mellow;
Its long, green leaves on branches trail,
It is the -----.
6. There is a tree that has no leaves,
But needles green and fine;
It keeps them all the year around,
It is the hardy -----.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

WE ARE NOW in Los Angeles.

WE WERE a few days ago in Canton, Ohio. It was cold. A sensational murder trial of an editor was on. The newsboys were calling the headlines of their penny papers. There had been snow and then rain and a freeze. The streets and sidewalks were glazed with ice. Walking was of the utmost difficulty unless you had clamped steel clips upon your shoes. From your hotel window you could see the house of President McKinley. We visited Wilson Hawkins, Superintendent of Schools. We talked with him of many things and left Canton with the notion that the city's excellent schools were in charge of an understanding schoolman.

IT WAS NEARING high noon. It was a Friday. Michigan Avenue was a pack of people. It was as though all Chicago were massed on the street or grouped in the windows of the twenty-story buildings facing Lake Michigan. A driving snow was coming from the south. The Cadets from West Point and the Middies from Annapolis were parading to the dedication of Soldier's Field. The Cadets in gray coats, in single companies, swung past. The men from Annapolis, four companies abreast, blue coated, with faces against the driving snow, marched in steady unison. A majestic sight. The Spirit of America!

CHICAGO in subzero weather. Holiday crowds driven to cover. The constant clang of fire-engines on the answer to alarms.

THE MONOTONOUS click of the wheels of the Overland Limited, San Francisco-ward bound.

THE GREAT Salt Lake, ice floe flecked. In the clear water the reflection of surrounding snow-covered hills, marvelously clear.

THE SNOW of the high Sierra and the snowsheds.

WE WALKED with Doctor G. T. Buswell of the University of Chicago at Summit and saw the American River, a thread, half a mile below. The power plant, a mere shadow, was still in the dusk of early morning, while we were in the balm of sunshine.

BENICIA—the Carquinez Straits—the largest ferry-boat in the world—green-clad hills—warmth of clear sunshine—San Francisco, forty miles away.

THE FERRY-BOAT—San Francisco looming up across the waters of the bay—a new San Francisco with a skyline that these last

two years has started to outmarvel New York—when hills and skyscrapers unite, majesty is the result.

THE CITY OF Los Angeles held a great teachers' institute this last December. Speakers from all over the United States were present. Robert H. Lane, Assistant Superintendent of Schools of Los Angeles, who had been placed in charge of the institute by Superintendent Susan Dorsey, had organized a program of great worth.

Doctor Louis E. Lord of Oberlin College, Oberlin, Ohio, made a strong impression and was considered by many the most outstanding speaker of the meetings. Doctor Lord spoke five times. His subjects were: (1) "Ancient History—Truth or Fiction"; (2) "The Beginnings of Roman Historical Writings—Nepos, Sallust"; (3) "Caesar—A Creator of History"; (4) "Livy—A Narrator of History"; (5) "Tacitus—A Critic of History."

Doctor C. A. Prosser of Dunwoody Industrial Institute, Minneapolis, Minn., started more discussion than practically any other speaker. His stimulating remarks were not always in accord with the beliefs of his hearers, so the fireworks were in display. Doctor Prosser's subjects were (1) "The Relation of Try-Out Courses in Vocational Education"; (2) "The Discoveries of Abilities and Aptitudes"; (3) "The Relation of Vocational Education to Industry"; (4) "The Training of Vocational Teachers."

Leo Katz from Vienna and New York, an artist of note, discussed various phases of art. His talks were of such excellence and brilliance that Mr. Katz was secured to give a series of lectures to the women's clubs of Los Angeles and vicinity.

As has been the custom in the past, Doctor R. A. Millikan, director of the Norman Bridge Laboratory of Physics of the California Institute of Technology, opened the doors of that institution to the teachers of the Los Angeles school system. A series of noteworthy lectures by the eminent professors of the California Institute of Technology were especially scheduled. All this was done free to the Los Angeles school system.

Doctor M. V. O'Shea of the University of Wisconsin, who has spoken many times in Los Angeles on "Child Training," was given a most pleasing reception.

Paul Harvey of the United States Chamber of Commerce was so well liked that he was secured to give another series of lectures in Los Angeles.

A meeting of the Southwestern Educational Research and Guidance Association was held. Doctor Guy T. Buswell, University of Chicago, spoke on "Present Trends in the Teaching of Reading." "The Diagnosis of Reading Defects and Their Remedial Treatment" was the subject of Doctor C. J. Anderson, State Department of Education of Wisconsin. Doctor G. M. Rueh and Doctor F. B. Knight, both of the University of Iowa, discussed "A Report of Recent Experimental Work in the Teaching of Arithmetic."

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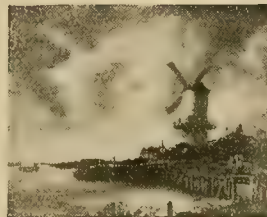
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ON A SATURDAY morning in South Bend, Ind., we attended one of Superintendent W. W. Borden's city institutes. E. C. Hartwell, Superintendent of Schools of Buffalo, spoke on "What I Should Look for in a Half-Hour Visit to your Classroom." It was a gem of a talk—humor, good sense, personality. Superintendent Hartwell has had a pamphlet published—the work of his teachers and himself—on "What Should a Teacher Do to Achieve a Perfect Classroom?" Every teacher in Buffalo has a copy of the booklet, so that she knows what things are judged in a perfect classroom.

Doctor Lee Edwards Travis of the State University of Iowa gave an address on "The Teacher and the Speech Defective." Doctor Travis showed that their experiments indicated that there were about as many left-handed children as right-handed, naturally, but that in school the children were taught right-handedness. Their tests indicated that this was a decided link-up between speech defects and left and right-handedness. A left-handed child is taught to act right-handed, and vice versa, and a speech defect is the result.

GEORGE A. McCORD, Superintendent of Schools of Akron, Ohio, believes that the Superintendent should spend a definite part of his time visiting the classrooms in his schools.

SUPERINTENDENT POTTER of the Redondo Beach, Cal., schools is a fervid believer in games as a builder of school morale and discipline. Basket-ball is his specialty. Early in January he held, on a Saturday, a basket-ball tournament for boys. Eighteen different elementary schools participated. Around two hundred boys and their coaches were in attendance.

MISS OLIVE G. CARSON, primary supervisor of the Akron schools, is developing a new course of study.

J. H. BEVERIDGE, Superintendent of Schools of Omaha, Neb., has just completed a new junior-senior high school that is considered a model school. It is a two-story building, will handle eight hundred pupils, was built and equipped for \$500,000, and contains every convenience imaginable for school work.

WE HAD THE pleasure of visiting the Bobbs-Merrill Company in its beautiful new building at 724 North Meridian, Indianapolis. J. R. Carr, head of the educational department of Bobbs-Merrill, is just forcing their educational publications to the front. Adoptions count.

GEORGE A. SCHWEBEL has been elected to the superintendency of Cicero, Ill. Mr. Schwebel comes to the superintendency with twenty-two years of experience as a school man and a thorough knowledge of Cicero's problems. In Cicero for six years, Mr. Schwebel acted as school business manager; for twelve years he was principal of one of the city's largest schools. In 1917 he was admitted to the bar and has practiced law for several years. After the sudden death of Superintendent W. W. Lewton, which was a shock to all the school men of Illinois, Mr. Schwebel was unanimously chosen as being fit to fill the distinguished predecessor's place.

HENRY W. KIRCHER, Superintendent of Schools, Sheboygan, Wis., is looked upon as one of the outstanding educators of Wisconsin. His inauguration of the X Y Z grouping in Sheboygan, and courses of study to suit, is the first work of this kind done in Wisconsin, and his experimentation is being closely followed by the educators of the state.

CHARLES C. BISHOP, Superintendent of Schools, Oshkosh, Wis., in the shadow of Oshkosh Normal, has a school system that is up and doing all of the time.

MISS ELIZABETH B. HARVEY, Assistant Superintendent of Schools, Belvidere, Ill., is looked upon as one of the most prominent school women in Illinois. Her many years' work as County Superintendent of Schools was most noteworthy.

FORMER SUPERINTENDENT DEPUTY

MRS. RUTH LEETE, who was elected County Superintendent of Schools in Inyo County, has appointed A. A. Brierly, her predecessor and opponent in the fall election, to serve as General Supervisor of Inyo County schools. Mrs. Leete is greatly interested in her new position and is rapidly becoming acquainted with its problems, assisted by Mr. Brierly.

SCHOOLS INVITED TO EXHIBIT FLOWERS

THE FIFTH ANNUAL flower show of the California Spring Blossom and Wild Flower Association will be held in Native Sons' Hall, 414 Mason Street, San Francisco, April 20 and 21, 1927. The schools of the state, outside San Francisco, are invited to send exhibitions of the flora of their vicinity. These exhibits should be sent by parcel post, special delivery, to the Flower Show, Native Sons' Hall, San Francisco, to reach there on Tuesday, April 19, 1927. Not too many of any one species should be sent, but enough to keep the exhibit in good condition throughout the show. The flowers should be picked with long stems; placed in water over night, or at least some hours; each species wrapped in damp newspaper; the bundles wrapped close in other damp newspapers; all packed in a corrugated paper box.

As it is necessary to plan for space, kindly notify Miss Katharine Chandler, director of the flower show, of intention to send exhibit not later than April 1, 1927, directing to 113 Duncan Street, San Francisco. All postage for sending the exhibits will be returned by the association. Prizes of silver vases and of books are awarded to the best displays.

CALIFORNIA SCHOOL OF FINE ARTS COURSES

TWO COURSES for teachers, for which credit will be awarded, are being given at the California School of Fine Arts, Chestnut and Jones streets, San Francisco, by Marion Hartwell. One course is on color and block printing and the other is interior decoration. In his bulletin to the teachers of San Francisco, Superintendent Joseph Marr Gwinn calls the attention of his teachers to these courses.

THE INTERNATIONAL jury of awards of the Sesquicentennial International Exposition, Philadelphia, has announced the award to the Gregg Publishing Company of the medal of honor, the highest award made to any publisher.

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FRANKLIN PIERCE DAVIDSON

FRANKLIN PIERCE DAVIDSON passed away at Chico, Sunday, January 16, 1927. He was a native of Pennsylvania, educated at Wittenberg College, Springfield, Ohio. He served as principal of the Springfield High School, as an instructor in Wittenberg College, as dean of the San Diego College of Letters, as principal of the San Diego High School, as Superintendent of the city schools of San Diego, and as a teacher in the Berkeley and Chico high schools.

During all these years he was a personal friend of the editor of this JOURNAL and his associate in the educational work in



Franklin Pierce Davidson

the San Diego College of Letters and in the public schools of San Diego city and county.

Mr. Davidson is survived by his widow, Mrs. F. P. Davidson; his daughter-in-law, Mary Blossom Davidson, of the University of California, and by a grandson, Charles.

James Ferguson, principal of the Chico High School, pronounced the following eulogy at the funeral:

F. P. Davidson was the embodiment of refinement and culture. For ten years and until his death he was a teacher of history in our local high school. He was a gentleman of the old school—gentle both in speech and in action. No opportunity for a kind act ever escaped him; indeed, he made opportunities for kindnesses every day. No student ever approached him in vain for help, and he never sought to escape a duty assigned to him. His private life, as well as his public career, was an open book, and every student and teacher who came in contact with him was inspired toward a better and more useful life.

Henry Van Dyke's "Tribute to the Unknown Teacher" applies to Mr. Davidson. "And what of teaching?" he asks. "Ah, there you have the worst paid, and the best rewarded of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they, to whom it is dear for its own sake, are among the nobility of mankind.

"I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war.

"Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship.

"For him no trumpets blare, no chariots wait, no golden decorations

are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth.

"He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

"Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, 'King of himself and servant of mankind.'"

I think Henry Van Dyke must have been thinking of our friend, Frank P. Davidson, when he wrote these words, for they apply so aptly to him. In every man's life there is the germ of the spirit of immortality. It may be evil or it may be good. No keenness of intellect either in theology or philosophy is needed to understand it. Shakespeare expressed a limited truth when he said: "The evil that men do lives after them; the good is often interred with their bones." This is true only as measured by the limitations of human appreciation. But in the sense of immortality both the good and the evil that men do live after them. For who can measure the influence upon future generations of the good positively expressed in a single life? The kind act done today is remembered tomorrow and begets kindness; the virtuous life creates a spirit of virtue that of itself begets virtue. And so it shall reproduce itself throughout the years that follow, and on into eternity.

The Chico High School has been made richer by the life of Mr. Davidson. Death has removed his physical body. But the spirit of that clean, wholesome, Christian life shall in varying degrees live in the lives of those who knew him, students and teachers alike, and in turn shall live and multiply throughout the generations that are to come. Who can estimate the value of such a life in its influence upon our youth and upon future generations? In this sense we can understand the words of Holy Writ: "He being dead yet speaketh."

C. T. A. SOUTHERN SECTION

THE YEAR 1927 promises to be a very important and progressive one in the Southern Section of the California Teachers Association. The officers for the year are: President, Albert F. Vandegrift, Los Angeles; vice president, Kathleen D. Loly, Pasadena; treasurer, Ernest P. Branson, Long Beach; executive secretary, F. L. Thurston, Los Angeles. The two members of the executive committee are H. G. Clement, Redlands, and Christine Jacobson, Los Angeles. A. R. Clifton, Monrovia, is ex-officio a member of the executive committee.

The Southern Section will be well represented at the meeting of Department of Superintendence at Dallas, Texas, February 27-March 3, and also at the National Education Association at Seattle, July 3-8.

Committee work is being organized for the year. The legislative committee, under the direction of Walter B. Crane, has made an interesting report of the conference just held at Sacramento on legislative matters. Other committees to make comprehensive studies include the following: Civic affairs, placement bureau, publicity, retirement salary, tenure, single salary, schedule, measurement and rating of educators, taxation study and institutes.

The Southern Council now has about 140 members. The regular meetings occur in March, May, October, and November.

Official headquarters of the Southern Section are now located at 525 I. N. VanNuys Building, Los Angeles, with the executive secretary, F. L. Thurston, in charge. A placement bureau is also maintained at this location.

SUGGESTIONS FOR ARBOR DAY STORIES WHICH REQUIRE REFERENCE WORK

1. Famous Trees of History.
2. The Giant Trees of California.
3. How China and Other Deforested Regions Are Affected by Not Having Trees.
4. Trees of Different Climes.
5. Why Some Trees Lose Their Leaves in Winter.
6. Parts of a Tree.
7. The Work of Tree Doctors.
8. Manufacturing Paper.

The Western Journal of Education

HARR WAGNER, EDITOR.

RUTH THOMPSON, ASSISTANT EDITOR.

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

J. D. SWEENEY, City Superintendent of Red Bluff schools, California, writes sympathetically of the "Home-towners" rejoicing over the promotion and leadership of William John Cooper, as follows:

"When a former fellow citizen makes good, his home folks rejoice. When he is further a product of the home town, where he has obtained his early training and education, the folks are still more than proud of any marked success that may come to him. Such is the feeling in Red Bluff, where William J. Cooper went through the elementary and high schools before launching out into the educational world. In all his school work he was noted as a student and a worker. So when he made a splendid college record at the University of California, his home town prophesied great things for him. So within a short space of time we have seen him go forward and upward in his chosen calling until today he is, thanks to our Governor, at the head of the school system of this state. We greet him as such and congratulate not only him but the State of California in his attainment."

GEORGE C. JENSEN, director of research, California Teachers Association, has prepared, and the C. T. A. has published, "Attack on California Schools Exposed—a Reply to the California Taxpayers Association Report on the Sonoma County High Schools." This brief consideration of the report of the Taxpayers Association has in it much of vital interest to citizens' interest in children's education and real values. Read it.

SOURCE MATERIAL for Conservation, Bird, and Arbor Day in the California schools has just been issued by Helen Heffernan, Commissioner of Elementary Schools, as Bulletin No. 2-G. This bulletin aims to give source material to teachers with which they may awaken every child in California to the appreciation of the beauty and value of our natural resources.

Miss Florence Billig, department of science, Sacramento city schools, gave special assistance to Miss Heffernan in the preparation of the material. In the table of contents may be noticed articles by Katherine Chandler, Carroll De Wilton Scott, Doctor C. H. Bryant, Alice Eastwood, W. T. Skilling, Doctor M. B. Pratt, Norine Connelly, F. J. O'Brien, Annie G. Harvey, Wallace Hutchinson, and Roland Case Ross. The selections of prose and poetry are very appropriate, and the book as a whole is a valuable contribution to literature of the "outdoors" of California.

CLARENCE STONE, the expert on reading in the primary grades, is giving a university extension course which deals with the underlying science of reading, objectives, activities, procedures, materials, and classroom organization. Problems of measurements, diagnosis, and remedial instruction will be discussed. Detailed treatment of first and second grade read-

ing will be given. New technique in silent reading will be given special attention.

ETHEL HISCOX of the education department of the Victor Talking Machine Company of Camden, N. J., is in California to give talks on "Music Appreciation" in the public schools. Miss Hiscox was formerly a supervisor of music in the Cleveland, Ohio, public schools. Mrs. Frances E. Clark, the manager of the education department of the Victor Talking Machine Company and author of "Music Appreciation," will be one of the feature speakers at the music convention this month at Long Beach. The subject of Mrs. Clark's address is "Music Appreciation: Leaven or Garnish."

LOUISE F. BRAY, principal of the Farragut School, San Francisco, passed away on January 12, 1927. Miss Bray was a woman of unusual ability as an organizer, and her work on the State Retirement Act for teachers will always be remembered with appreciation by the thousands who receive the benefits of her initiative. She was one of the ablest of the teachers who have been associated with Alice Rose Power for progress in the schools, for high professional standards, and for efficient service.

WHEN A MAN performs an act of kindness with the hope of reward, that is rank selfishness; when a man gives time and money that there may be mutual benefit, that is business; but when a man gives service that the party receiving the same may be made happier, that is charity indeed. J. W. Fricke, the president and manager of C. F. Weber & Co., has given time and money to the crippled children of San Francisco and recently was one of the chief participants in the graduating exercises of the Mission High School held for a poor crippled boy in one of the local hospitals.

PRESIDENT KEITH of the State Normal School of Indiana, Pa., has been appointed Superintendent of Public Instruction of Pennsylvania by Governor Fisher, vice Haas's term expired.

WILLARD E. GIVENS, Assistant Superintendent of the Oakland public schools, has been appointed to succeed William John Cooper as Superintendent of the San Diego city schools. Superintendent Givens made a fine record in Hawaii and was recognized on account of his achievements in Oakland as one of our leading educators. He is offered a great opportunity "to put over a big progressive program in San Diego."

THE RESIGNATION and valedictory of Will C. Wood is a state document of unusual importance. Mr. Wood sold education to California and the nation. His retirement to accept the position of State Bank Commissioner at a salary of twice the amount he received as State Superintendent of Public Instruction is largely due to the reaction caused by the failure of the people to vote for the constitutional amendment increasing the salary. Superintendent Wood's activities as State Superintendent were instrumental in getting more money for schools, larger salaries for teachers in the grades, principals, supervisors, and city superintendents. He took no part in the advocating of an increase in the salary of his office. There was a lack of leadership. The people were indifferent, and as a result Mr. Wood resigned. "He sold education to the state and nation." This is a summary of his leadership.

W. OTTO MIESSNER, the famous music composer and author, is in California and will be one of the speakers at the music convention, February 17-19, at Long Beach. Professor Miessner has written a number of books for the Silver, Burdette Company, and has devoted his life to the promotion of music in the public schools.

MISS FRANCES R. DEARBORN, supervisor in the elementary course of study department of the Los Angeles city schools, will spend next semester at Iowa State University at Iowa City.

ALBERT F. VANDEGRIFT

ALBERT F. VANDEGRIFT has been elected president of the California Teachers Association, Southern Section. He is a native of Indiana, and there he attended the public schools and later graduated from the Indiana State University. Before coming



Albert F. Vandegrift

to California to engage in educational work, Mr. Vandegrift took a post-graduate course at Harvard University, and this was later supplemented by a course at the University of California.

Mr. Vandegrift's educational record is an interesting one. He taught in elementary and high schools in Indiana and then served as principal of a high school and as Superintendent of Schools. With this record he came West and settled in Los Angeles, where he became a member of the faculty of the Polytechnic High School. At the present time he is head of the department

of mathematics in the Belmont High School, Los Angeles.

Mr. Vandegrift served one year as president of the High School Teachers Association, Los Angeles; he is now president of the Association of Department Heads, Los Angeles. He has served for the last five years on the Southern Council of Education, for the last four years on the State Council of Education, for the last three years on the executive committee of California Teachers Association, Southern Section, and for the past year has been vice president of the California Teachers Association, Southern Section. He is also a member of the committee on character education in the State Council.

CARNEGIE SAFETY CALENDAR

THE FOURTH CALENDAR to be presented by the Carnegie Steel Company is now being issued. It is a safety calendar with the object of broadcasting the gospel of safety and instilling into the youth of the land the lessons of carefulness and keeping before them the hazards of our daily life. The posters, one for each month of the year, were made by boys and girls ranging from six to eighteen years of age.

In the schools of the ten cities where the Carnegie Steel Company has its manufacturing plants, the principals of schools welcomed the idea of their pupils competing in a safety-poster contest. The selections on the calendar which is now being distributed were chosen from over nine thousand posters submitted, many of which received cash prizes.

The calendar is well worth while, and every schoolroom that obtains one will have a helpful and necessary addition to its room. Besides its safety slogans and pictures of the children's projects, the calendar is very complete, as calling attention to special days throughout the year.

Calendars may be obtained from the Carnegie Steel Company, Pittsburgh, Pa.

PERSONALITY is not a mysterious something with which the fairies endowed you as you lay in your cradle at birth. Personality, at least as other people see it in you, is the manner in which you present and express yourself in your face-to-face relations with other people. To be able to approach people easily, impress them favorably, and talk with them pleasantly is a resource of the highest importance to any person who would live a happy, useful life in our social world. Yet such ability comes only with intention and practice.—From *Dodd's "Fiber and Finish."*

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Associate Professor of English, Columbia University

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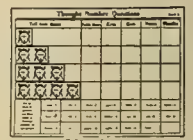
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EDUCATION BY RADIO

By MARGARET McVEY
Chicago Normal College

EDUCATION by radio as part of the public school system, the dream of a few broadminded educators since the invention of radio, has become a reality as a result of a series of tests in radio education taken last summer at the Chicago Normal College.

Subjects contemplated for radio education include music, poetry, prose literature, geography (by the travelog method), and the important personal contact with world leaders, which is possible through radio education.

The outgrowth of a plan sponsored by the National League of Teachers Associations, this project has reached a very concrete stage in the short space of a year. This was due to the coöperation shown by both the directors of broadcasting stations the country over and by teachers and principals represented in the various schools.

The committee started with a very definite program at the first of the year, which it was hoped would lead the working results in the field of radio education. By communicating with the six hundred odd directors of stations in the United States to find out how much of their broadcasting time they were allotting to educational work and what they would do if the work was under official supervision and approval, the program was worked out. The response to this plan, according to Mr. Smith of the English department of the Chicago Normal College, showed unanimous approval of this plan.

The only way of establishing their case was by a test. Willis E. Tower, district superintendent of senior high schools for the Chicago Board of Education, was made chairman of the Chicago committee. He was assisted by Mr. Smith, Doctor Geyer, Allen Miller, publicity department of the Chicago University, and G. S. Hutton, Parker Junior High School instructor, who had charge of the mechanical details of the experiment.

The plan was presented at a meeting of the Broadcasters Association and arrangements made for the tests. Among the leading stations and directors enthusiastic over the possibilities of radio education, Miss Waller, secretary, Bill Hay, and Edgar Bill composed the committee which represented the association in the preliminary tests.

Mr. Smith believes that in a few years one may take a college course by radio. In one of the Northwestern schools, that is, night schools, the students can either come to the class and hear the lecture or else stay at home and get it over the radio. Thus the wonderful advantage of radios for the shut-ins or for the average person in stormy weather.

"Wonderful developments are possible in the field of radio education," Bob Baniel, president of the association, asserts. "This series of experiments was a step forward in a phase of radio that has never been used properly. It should prove of invaluable assistance in helping both the teacher and the student."

In this matter of radio tests, the fine coöperation of the large state groups—the broadcasters through their association, the parents, the teachers, even the distributors—showed a true spirit. But one group failed to coöperate, each with the other—the daily papers, magazines, journals, and the like. They sent reads of their broadcasting stations to coöperate with each other and then failed to coöperate as periodicals. Special help is needed to strengthen this movement and coöperation is earnestly desired.

TOUTON'S SUGGESTIONS FOR STUDY

P. C. TOUTON, professor of Education, University of Southern California, gives the following rules for effective study:

1. Plan your study schedule and hold to your schedule.
2. Record each day in a notebook the assignment as it is made by our teacher.
3. Be certain that you understand your assignment—what is to be one and just how to do it.

4. Do a part of each assignment shortly after it is made by your teacher.

5. In beginning to work out an assignment, relate what is required with what you already know.

6. Do not delay—get started on the work which you should do now.

7. Plan each piece of work (paragraph, solution, etc.), then work according to your plan.

8. Check your work—see that the results of your study or the solution of your problem meet the required conditions.

9. Relate the results obtained from each day's study with the results expected by the teacher as seen in the lesson assignment with the teacher's evident purpose.

10. Do perfectly each day all of the work assigned.

11. Work neatly written or well arranged receives commendation of others.

12. Note your progress from day to day. Do not be satisfied unless improvement is evident.

13. Workers are selected for promotion who know or do more than their job requires.

14. Too severe physical exercise makes one tired and sleepy. Do your mental work before hard physical work, if possible.

15. Be prepared. "To put oneself in a position where one needs more than the mere elements of knowledge is itself a mark of superiority."

16. Form a time and place habit for study of a subject. Do not study after a hearty meal.—*Los Angeles School Journal*.

AUDUBON BIRD-STUDY PICTURES, LEAFLETS

THE NATIONAL Association of Audubon Societies again offers a most splendid opportunity to acquire bird pictures and literature describing birds and their habits, according to T. Gilbert Pearson, president of the National Association of Audubon Societies, 1974 Broadway, New York. The plan is very simple. The teacher may explain to the pupils that they are going to form a Junior Audubon Club, and have a few lessons from time to time about the common birds of North America. It will also be explained that each child must bring a fee of ten cents, in return for which he will receive a set of six beautifully colored pictures of our common birds, size $5\frac{1}{2} \times 8\frac{1}{2}$ inches, made by the leading artists of America; also six leaflets telling about how birds make their nests, what they eat, where they go in winter, what their enemies are, and many other facts of interest.



Sage Grouse.

With each leaflet there also is furnished a drawing in outline, which the child may fill in by copying from the colored plate. Each child also receives a beautiful Audubon button in color, which is a badge of membership in the club. A new set of pictures, leaflets, and buttons is furnished each year to those who desire to continue this bird-study plan.

Each teacher who succeeds in forming a club of twenty-five or more receives a year's free subscription to the magazine *Bird-Lore*, which is recognized as the leading popular journal on birds published in the world. Where it is impossible for a teacher to form a club of as many as twenty-five, a subscription to *Bird-Lore* is not given, but material is supplied the children where as many as ten are enrolled.

All the teacher needs to do is to explain this plan to the children, collect their ten-cent fees, send in, and the material will be forwarded immediately; or, if preferred, a circular of explanation, "An Announcement to Teachers," together with sample leaflet, will be sent to any teacher making the request.

WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

MISS GRETCHEN WULFING of Los Angeles has been appointed Rural Supervisor of the schools of San Benito County by County Superintendent Catherine Hooton. Miss Wulfing takes the place of Mrs. Lorraine Bowden, resigned. Miss Wulfing is a graduate of Stanford University and is a specialist in art.

LOWRY S. HOWARD, former Assistant Superintendent of Pasadena city schools, where John Franklin West is Superintendent, resigned recently to take charge of the Menlo Park School for Boys. He had formerly served in that position from 1919 to 1922.

EVA D. EDWARDS, Assistant County Superintendent of Schools in San Bernardino County, has an interesting article in the February issue of the *Red Cross Courier* entitled "Juniors of the Little Schoolhouses in the Desert." The article is interesting from the viewpoint of both teacher and Red Cross worker and is illustrative of what can be accomplished when an interested and energetic person is the inspiration of work to be done. The article is illustrated with photographs of the Mohave Desert. Ida M. Collins is county school head of San Bernardino County.

MRS. READLE, who has been office deputy in Auburn, Placer County, in the office of the County Superintendent of Schools, is continuing in that capacity under the new County Superintendent, Mrs. Portia Moss. Mrs. Moss was formerly principal of the Newcastle Grammar School.

WORK ON THE new \$65,000 junior high school in Chino will begin this month. The structure is to be a combination of the old building and new material. McCall Aldrich is Superintendent of Public Schools in Chino.

ACCORDING to R. P. Mitchell, County Superintendent of Orange County schools, Orange County ranks ninth in the school population in California. Mr. Mitchell has an interesting article on the county school system in a recent number of the *Santa Ana Register*.

HARRIET S. LEE, former Superintendent of Schools in Yolo County, has completed forty-four years of service in the public school system of the state and has retired. Miss Ada Goldsmith, former vice principal of the Mission High School, San Francisco, has retired after forty-seven years of service.

G. A. WEAKLEY, Supervisor of the Crescenta school system, presided at the recent festivities which were held in the new school building in celebration of its completion.

THE FACULTIES of the San Benito County High School and the Fremont and Monterey grammar schools of Hollister recently entertained their Superintendent, Catherine U. Gray, who is now Mrs. Guy Hooton, and Mr. Hooton.

THE KING CITY High School, on account of recent increase in attendance, is to be en-

larged by an addition that will cost between \$35,000 and \$40,000.

THE RECOMMENDATION of Superintendent L. F. Collins of Burbank, Cal., has been accepted by the Board of Education, and vocational and educational guidance work will be established in the junior and senior high schools. These schools have an attendance of 1100.

THE ALAMEDA COUNTY Board of Education considered the poster contest by its students, conducted by the Latham Foundation for the Promotion of Humane Education, of so much importance that it is allowing the poster credits to apply to the graduation credits of the students. As the state law provides for humane education, it is gradually assuming its place. The Latham Foundation, Latham Square Building, Oakland, cooperates with schools by furnishing wide and varied suggestions and material.

H. A. SAWYER, former principal of the Esparto High School, Esparto, has been appointed business manager of the Berkeley schools, of which H. B. Wilson is superintendent.

THE PUPILS of the Berkeley schools are having a course in thrift and economy. Arthur C. Chamberlain was one of the speakers on a recent program. A competition among the students has been held and the winning student was allowed to give his talk on the radio, Station KGO, General Electric Company.

J. A. CRANSTON, City Superintendent of Schools, Santa Ana, in an article in the *Santa Ana Register*, sums up the accomplishments of the city schools and states that "the past year has been full of interest in the development of new ideas in education and in the accomplishment of worth-while results in all departments from the kindergarten to the junior college." The schools in Santa Ana include eleven kindergartens, twelve elementary schools, two junior high schools, one senior high school, and one junior college.

RIVERSIDE COUNTY BUILDING PROGRAM

SCHOOLS of Riverside County have experienced a heavy building program throughout the year, according to records of Superintendent of Schools E. E. Smith. The programs started in 1926 will mean, in many cases, large amounts credited to 1927, notably in Corona, where a bond issue of approximately \$150,000 is to be asked soon. Construction work is under way on several school projects in the county.

Among the major bond issues for schools were the following: Riverside elementary schools, \$250,000; Riverside high schools, \$800,000; Highgrove, \$20,000; Palm Springs, \$43,000; Indio, \$30,000; Palo Verde Union, \$60,000; Hemet Valley Union, \$60,000; Coachella Valley, \$40,000, and Thermal, \$30,000.

KINDERGARTEN MEET

THE CALIFORNIA Kindergarten Primary Association met for its third annual session in Fresno during January, with twenty voting delegates from the Bay Section, one from the Central Section, two from the Northern Section, and seventeen from the Southern Section in attendance. These delegates represented the 1500 members of the Association throughout the state. Miss Julia Hahn, president, presided at the meetings.

Discussions and talks were led by Mr. Abbott, principal of the Jackson School, Fresno; Doctor Frank V. Thomas of the Fresno State Teachers College; Doctor Herber Stoltz, State Director of Parent Education; Walter R. Hepner, Fresno City Superintendent, and Miss Madeline Veverka of the Los Angeles school system.

Reports of committees were made as follows: Nursery school education, Miss Greenwood; primary education, Miss Clara Kaps; equipment in kindergarten and primary grades, Miss Marian Barbour; kindergarten primary education in teacher colleges, Miss Yetta Schoninger; publicity, Miss Helen Grennsfelder; legislation, Miss Rose Sheehan; extension, Miss Marian Barbour; administrative and supervisory problems, Miss Madeline Veverka; history, Miss Anna I. Jenkins; membership, Miss Florence Morrison.

WINSHIP COMMENT

THE FOLLOWING is a clipping from the January 31 number of the *Journal of Education*, Boston, Mass., of which A. E. Winship, veteran editor and educator, is editor-in-chief:

THE MODERN SCHOOL READERS. The Socialized School Series. By Ruth Thompson and Harry Bruce Wilson, with assistance of Guy M. Wilson, Ph.D., Boston University. San Francisco: Harr Wagner Publishing Company.

Harry Bruce Wilson, Superintendent of Berkeley, Cal., has as clear a vision of the needs of children as any one who writes of them, and Ruth Thompson, editor of the Harr Wagner Company, is a highly skillful author of professional books. Notwithstanding the array of plans for school readers, these authors have found an entirely new plan for a series, maintaining the literary standards required and magnifying moral and religious efficiency, while providing the best of advice and counsel for efficiency in art and music. There is abundance of suggestions as to occupations, trades, and professions for income, growth, health, and personal improvement. The selections differ greatly from the usual line of approach, but in every respect the books appeal to children of the age for which each book is made.

THE SECOND biennial meeting of the World Federation of Education Associations will be held in Toronto, Canada, August 7-12, 1927. Delegates will be present from every part of the civilized globe, and interpreters will be in attendance so that every nationality will have the opportunity of expressing itself whether or no the English language is spoken by the delegate. The first world conference was held in San Francisco, July, 1923. Augustus O. Thomas of Augusta, Maine, is president of the federation.

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CALIFORNIA STATE SCHOOL REPORTS

State Documents

To the School People of California:

RESIGNATION

SACRAMENTO, CAL., January 20, 1927.

Honorable C. C. Young, Governor of California, Sacramento, Cal.

DEAR GOVERNOR YOUNG:

Shortly after the November election I indicated to you my desire to be relieved from the duties of the office of Superintendent of Public Instruction as soon after your inauguration as you could conveniently find a successor. In conformity with the desire then expressed, I am submitting my resignation to take effect at your pleasure.

In explanation of my resignation I wish to point out that I cannot afford to serve any longer as Superintendent of Public Instruction at the salary fixed in the Constitution. During the last four years I have, at no little sacrifice, continued to serve in the office in order to secure the vindication of principles and policies for which I stood. Happily it is no longer necessary for me to serve, since the vindication of these principles and policies is now full and complete.

When I became a candidate for reelection to the office of Superintendent of Public Instruction last April, a constitutional amendment raising the salary of the office was pending, and since it had the support of the press and of many civic organizations I had reason to believe the amendment would carry. So strong was my belief in the adoption of the measure that at the time of my announcement I declined the offer of a very desirable superintendency at \$12,000 a year. At the November election the amendment was defeated and the salary of the state's highest educational officer left at \$5000 a year—less than that of more than fifty local school superintendents and principals serving under me. Justice to my family now dictates that, while recognizing the expressed will of the people of California, I should close my labors in the present office and look to other fields.

In taking this step I do so most regretfully. I have enjoyed the work of my present position and have appreciated the loyalty and friendship of the many thousands of people who have helped me raise California to first rank in public education. My chief compensation during the term of my service has been the good will of the people of California. It is my hope that I have earned a continuance of their good will in whatever work I shall follow hereafter.

Assuring you that I stand ready to cooperate with my successor and with you to the fullest extent in carrying on the educational program of the state, I am, with best wishes to you for a happy and successful term,

Sincerely,

WILL C. WOOD,

Superintendent of Public Instruction.

THE GOVERNOR'S STATEMENT

In accepting Superintendent Wood's resignation Governor Young issued the following formal statement:

I confess that this announcement from Superintendent Wood came to me with a good deal of shock. It seemed strange to think of the schools of California without Will C. Wood at their head, for I realized that, with his splendid executive ability, he had put our school system in the very first rank among the schools of the nation. However, finding that he could not be dissuaded from his intention, I asked him at least to postpone his resignation until I could find some one fitted to take his place.

For the successor to Mr. Wood I had just one man in mind, William John Cooper, City Superintendent of San Diego and formerly City Superintendent of Fresno. I have known Mr. Cooper for many years, and I know that he is justly regarded as one of the ablest among the younger educators of the United States. I recognize in him a man who could step into Mr. Wood's place and fill the office from the outset to the entire satisfaction, not only of every teacher, but also of every patron of our schools. Finally, after long negotiations, I have secured Mr. Cooper's consent to serve, and have accordingly accepted the resignation of Mr. Wood.

I have also taken advantage of the situation by retaining Mr. Wood in the state's service in the capacity of Superintendent of Banks. In filling this position I had one of two choices—either to name a banker, who, in the very nature of things, must be allied with one or another of the two or three banking interests of the state, or to select a man who is not a banker, but who has intelligence, executive ability, absolute honesty, and independence of any faction in the banking world, besides the very important characteristic of fearlessness and rigidity of backbone.

In view of the pronounced differences of opinion among the various banking groups, I could not see my way clear to the appointment of a Superintendent of Banks allied with any of these groups. When I found that Mr. Wood could not be dissuaded from his purpose to retire from his present position, I seized upon the opportunity to name him for this new work, for he possesses every characteristic named above, besides exceptional business ability, as demonstrated in the management of our school institutions, together with a statewide acquaintance second to none. Hence I have named him today as Superintendent of Banks.

VALEDICTORY

I have just resigned the superintendency of public instruction of California and accepted the post of Superintendent of Banks. I am about to leave the work I have loved and still love and go into another field. You cannot know the feelings I experience at this moment. Memories of happy years gather—years when I found in the teachers and school officials of California a helpfulness and a loyalty such as few men have ever enjoyed. I shall never forget the happy years, the helpfulness, the loyalty. I shall never forget the friendships, the faiths, the hopes, the struggles we have shared together.

I am not laying aside my interest in school work. The work is so much a part of my life that I could not abandon it without abandoning life itself. I shall always be at the call of the schools and my friends in the schools.

I have faith that a school man can hold his own in the strong currents of business life and I am anxious to put this faith to the test. I have never found joy in still waters—I have loved to battle the current. It looks as though the current in which I am plunging is strong and I am told it is treacherous in places. The thought that I have so many friends who wish me well sustains me. My hope is that I shall, in this new current of affairs, justify your faith in me and the things we have stood for in the years that are gone.

I commend my successor, Superintendent William John Cooper, to you as a man in every way worthy to be California's school chief. He has made a great financial sacrifice in order to be your leader. He has a splendid record in school work, is trained for the field of school administration, is endowed with common sense and level-headedness. He will be a state leader in whom you may place the greatest confidence. I join with you in wishing him the greatest success in his new field.

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My best wishes go with the school people of California. And my handclasp will be ever ready to greet yours whenever we shall meet again. So far as I have been able, I have, during the last eight years, served you; and I hope I can say with much truth, "I have fought the good fight, I have finished my course, I have kept the faith."

Sincerely,

WILL C. WOOD,

Superintendent of Public Instruction.

January 21, 1927.

State Board Report

THE STATE Board of Education met in regular quarterly session in Sacramento, Cal., January 10, 1927. The following members were present: Mrs. Helene Hastings, Mrs. Dora A. Stearns, Arthur J. Brown, C. E. Jarvis, John E. King, S. D. Merk, and Florence J. O'Brien. Mr. Brown of San Bernardino and Mr. King of Hemet are new members.

Florence J. O'Brien was reelected president and Mrs. Dora A. Stearns was elected vice president.

The teacher's credential of Manning Leon Alvas was revoked on account of evident unfitness for teaching.

R. J. Werner, Commissioner of Secondary Schools, was authorized to call the high school principals' convention in Sacramento, April 11-16, 1927.

Commissioner Werner was authorized to issue a bimonthly letter to the high school principals for his department.

Commissioner Werner was authorized, upon the completion of a study in relation to junior colleges, to publish a pamphlet for the information of individuals, organizations, and other groups interested in the formation of junior colleges.

The high school textbooks offered by publishers for inclusion in the list of high school textbooks were approved by the board.

The date of the next annual joint meeting with the State Teachers College presidents was set for April 8, 1927, during the week of the next quarterly meeting of the board.

The board approved the appointments made by the Director of Education to teachers college positions since October, 1926.

Miss Helen Heffernan, Commissioner of Elementary Schools, announced that the music conference would be held at Long Beach, February 17-19, 1927, which was approved by the board.

The following regulations recommended by the commission of credentials were approved by the board:

"Effective November 30, 1929, the vocational arts type credential be limited to trade and industrial classes organized under the provisions of the federal and state vocational education acts and in accordance with the California state plan of vocational education, and to adult classes."

A committee of commercial teachers, composed of Louis Davy of Bakersfield, G. J. Badura of Fortuna, and Edward Goldberg of Sacramento, appeared before the board to present a request that the board reconsider its rule "That after July 1, 1927, the State Board of Education will approve no high school course of study which allows credit toward high school graduation for elementary school subjects including penmanship, spelling, and commercial arithmetic as regularly organized courses; provided, that credit may be given for courses in these subjects if they are of high school grade and standard."

The commercial teachers are of the opin-

ion that commercial arithmetic is very necessary in the high school and that they can present the subject in such a manner that it will be truly secondary in character. In accordance with the recommendation of Commissioners Ricciardi and Werner and the representatives of the commercial teachers, the board changed its rule to read as follows:

"After July 1, 1927, the State Board of Education will approve no high school course of study which allows credit toward high school graduation for elementary school subjects including penmanship, spelling, and arithmetic as regularly organized courses; provided, that credit may be given for courses in these subjects if they are of high school grade and standard."

The board authorized Ira W. Kibby, supervisor of rehabilitation, to attend the National Rehabilitation Conference called by the Federal Board for Vocational Education, to be held at Memphis, Tenn., March 28-31, 1927, and to visit schools for handicapped children in other Eastern cities.

The board authorized Miss Helen Heffernan, Commissioner of Elementary Schools, and R. J. Werner, Commissioner of Secondary Schools, to attend the National Department of Superintendence meeting at Dallas, Texas, in February.

RETIREMENT SALARY BUSINESS

The board voted to sponsor legislation looking to the appointment of a commission, with an appropriation, to make an actuarial investigation as to the soundness of the teachers' retirement fund.

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Albert Will Angier, Point Loma; Samuel M. Chaney, Willows; Mrs. Mary Boyd Claves, Washington, D. C.; Alicia Agnes Duffy, San Francisco; Ada Goldsmith, San Francisco; Louise R. Hanlon, San Francisco; Mrs. Clara May Harding, Los Angeles; Charles H. Hinchey, Modesto; Clara Sears Holcomb, Pasadena; Mrs. Flora A. Jeans, Hanford; Harriet S. Lee, Woodland; Ida V. McDonald, San Francisco; Mary Gertrude Noon, San Francisco; Anna M. O'Connell, San Francisco; James A. Riley, Oakland; Belle Ryan, San Francisco; Walter Harris Stone, Yreka; Ella Weymouth, Berkeley; Nellie T. Wickham, St. Helena.

Under Section 9 of the Law—Mrs. Alma de Borra Barton, Los Angeles; Mrs. Mary F. Davis, Long Beach; Margaret B. Gostick, Berkeley; Mrs. Mary S. Holmes, San Francisco; Charles S. Little, Orleans; Ralph W. Maltbie, Tujunga; Mary E. Rietsam, San Jose.

Refunds of erroneous salary deductions were granted, amounting to \$220.55.

The board adjourned to meet in Sacramento, April 4, 1927.

Respectfully submitted,
WILL C. WOOD, *Executive Secretary.*

COMPLETE announcement has been made by Dean Ernest J. Jaqua, director of Scripps College for Women, of the plans for the first building of this new institution which will be the first women's college founded in the Southwest. The contract for the construction of this building has been awarded to the Wurster Construction Company of Los Angeles, and the permit for \$172,600 was issued in Claremont on February 1.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

A Trip on the Mojave Desert

SAN BERNARDINO COUNTY, with an area of 20,055 square miles, is probably the largest county library unit in the world. It is almost equal in size to the combined area of the states of Vermont, New Hampshire, and Rhode Island. It stretches its length over beautiful sunny valleys, across desolate wastes of desert, up to bleak mountain tops. In all these sections people are living. County library service and state library supplemental service are made available to them by means of 136 county library branches.

To serve the people well, the County Librarian needs to understand conditions surrounding the patrons of the library. To make this possible the librarian visits the branches of the county library. Miss Caroline M. Waters, County Librarian of San Bernardino County, wrote the following interesting sketch telling of a trip made in the month of November to visit community and school branches of the library that were located on the desert:

Goffs is a small railroad and highway station in the northeastern part of San Bernardino County. About thirty miles north of Goffs on the Mojave Desert is a scattered community whose children attend three isolated schools about eight or nine miles apart. Twenty miles farther on, across the desert and a mountain range, is an emergency school and small settlement at the railroad station. In each of these schools and communities is a branch of the county library.

On account of a severe storm that had washed the railroad from Goffs into Nevada, it was necessary to make the trip by automobile. As there were four schools and two community ranches to visit and one hundred miles to travel it was necessary to get an early start. At 7 o'clock the County Librarian, the driver, and that was left of a Ford drove out of Goffs and traveled northward through a gradual sandy ascent into a rocky, rugged, picturesque part of the Mojave Desert. It was covered with a beautiful, luxuriant growth of desert plants until we emerged upon a plateau almost entirely surrounded by mountains. Here were seen fruit trees, fields of Indian corn, and other cereals that testified to the courage and confidence of the homesteaders who had transformed this section of the desert into a habitable region. This community, called Lanfair, comprised a few scattered houses many miles apart, a small store and postoffice combined, and a very nice school building with a classroom, teacher's room, library, and supply room.

The Lanfair community branch library was located in the store. Friday was mail day—the only one a week. It was on Friday, too, that the people "came to the library" to get their week's entertainment. Can we adequately realize what books must mean to people under these circumstances? The county free library must truly have seemed "an investment in happiness." After the prosaic but necessary work of picking up the collection in the branch, suggestions as to administration and a general discussion with the custodian regarding the choice of books to send to the branch, the County Librarian visited the three schools that were so far apart.

The first one at Lanfair was in a modern, comfortable school building. The second, called Cima School, had been moved from Cima, twenty miles on the other side of the mountain range, because the juvenile population had migrated to Pinto Valley in another corner of the district. The third school was situated on the side of a mountain and was named Pleasant View. As visitors were quite unusual at these schools, the time was devoted to talks to the children and conferences with the teachers. It gave an opportunity to find out what the children liked and to

tell them of good books to read; also, to confer with the teachers concerning supplementary books, home reading, periodicals, pictures, music records, and stereographs. The San Bernardino County Library furnishes these aids to the schools to make the teachers' work more interesting and effective and give the children educational advantages equal to those enjoyed by city children.

We left the little rough board schoolhouse with the children waving good-by and went on our way to the village of Cima on the Union Pacific Railroad. The road wound down the hills on the other side from the Valley of Lanfair. It was most difficult to travel on account of the heavy washouts making great gullies in the road, leaving only narrow strips of solid ground, in some places not much wider than the rail of a railroad track, for the wheels to run upon.

Threading along among rocks and boulders the road continued on its rough way between hills, along the side of them, and over them. Here and there were evidences of the alluring hopes the hillsides had held for prospectors. We emerged from this desolation to a roadside and barnyard aflame with goldenrod. Leaving the farmhouse the way led into a canyon with high mountains on each side. Nature here revealed her hidden treasures of purple hills, goldenrod, and many other beautiful yellow and purple wild flowers. After going out of the canyon into curves and twists, over a succession of good and bad roads, our machine commenced to climb the side of the mountain in slow, easy ascent until suddenly we reached the top—the top of the world! For behold, great black mountains in front of us as far as the eye could see, stretching into the great beyond; to the right three black pyramids chiseled as truly by Nature as the pyramids of Egypt; to the left great yellow splashes—the quicksands of the Mojave River—awe inspiring, foreboding. It struck one with a sudden sense of fear—this vastness and towering blackness of the great Mojave Desert.

Into this we rode with the feeling that it must be met—not avoided. The descent of the mountain was easy, with an occasional glimpse of a mill or mine in passing until we reached the station at Cima. But where had the black mountains gone! They were not there—only a green meadow extending into low plateau-like hills sloping upward, with the little station, store, schoolhouse, and a few dwellings, all of which seemed to extend us a most friendly welcome.

Cima is the center for a big mining country, with many different kinds of mines and mills. A great diversity of reading matter is supplied to the branch library to meet the demands of its patrons. An emergency school has been established to take care of the children who are in Cima this year. The county library gives them the usual library service of supplementary books, maps, globes, dictionaries, pictures, and music records for their school work and furnishes them home reading through the community branch.

After all the library business had been attended to, the return journey was started over the mountains back to Goffs. The experiences of the trip brought most impressive thoughts, and I wondered what it all meant. Suddenly it came to me. It was life itself—an epitome of life. The rough and easy places; the rocks and the boulders; the beautiful flowers; the curves and the twists; the quicksands and the black mountains—all life—but they disappeared. So it is if we avoid the quicksands of life, keep going in front of the black mountains of fear and ride them down, they will disappear into the nothingness whence they came.

Notes

THE CITY OF RIALTO, four miles west of San Bernardino, recently voted bonds for a \$25,000 city hall. The plans provide for a library room and storeroom on the northeast

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corner of the building. The library room will be 27 x 34 feet, inside measurement, and will have a separate entrance from the rest of the building. The San Bernardino County Free Library will furnish and equip the library room. It is expected that the building will be finished in the late spring or early summer.

THE BRANCH at Fontana, four miles west of Rialto, which moved into its new quarters about a year ago, has almost outgrown the building. The growth of this community the past year has been phenomenal. The schools have jumped in attendance from almost four hundred to six hundred. There has been a corresponding demand for increase of service both to the schools and the community branch. The San Bernardino County Free Library is meeting this demand, however, by shipping books out every two to four weeks and putting in additional Library Bureau shelving as necessary.

F. P. KEPPEL, president of the Carnegie Corporation, has notified Milton J. Ferguson, president of the League of Library Commissioners, that the corporation has voted \$8000 to the league for the purpose of compiling and publishing a book of the library laws of the United States and Canada.

PRINCIPAL'S WORK BOOK

ROBERT HILL LANE, Assistant Superintendent of Schools, Los Angeles, Cal., has prepared a very useful document entitled "A Principal's Work Book." It consists of ninety-six mimeographed pages and gives a detailed list of the problems which confront the school principal and suggestions as to methods of meeting these problems.

One example of Mr. Lane's method of stating a problem and dealing with it will suffice to illustrate the character of the document:

2. What can I do to make the first day of school a success?

(a) Arrive as early as possible and make a rapid tour of inspection. See that each classroom has a card on the outside of the door with the grade and the teacher's name in large letters.

(b) See that a roster of teachers is posted in plain sight just inside each main entrance and in the principal's office.

(c) Divert to a senior teacher and a few pupil assistants as much of the routine of entrance of pupils, reception of parents, etc., as possible.

(d) Reserve own time until the first rush has abated for decisions on unclassified pupils, brief interviews with parents, and attention to emergency calls.

(e) Gather data as to enrollment by 10 o'clock and make a preliminary classification report. Study this and work out necessary readjustments for discussion at the afternoon teachers' meeting.

(f) Visit each class before noon and say a word of greeting to pupils and teachers, noting especially condition of rooms under teachers new to the school.

(g) Note passing of lines at noon to discover possible weakness in discipline.

(h) Make a brief tour of the yard between 12:30 and 1 o'clock to note effectiveness of yard duty.

(i) Hold brief teachers' meeting after school for discussion of following points: (1) Corrections in earlier classification; (2) adjustments to relieve overcrowded classes; (3) settlement of problems incident to the first day of school; (4) preliminary check on pupils who belong to the school but failed to appear.

DOCTOR MILTON H. BLANCHARD, who has taught in the public schools since 1888, has been appointed principal of the Noe Valley Junior High School, San Francisco. His appointment, made by the Board of Education, became effective the first of the year.

A GREAT TEACHER CALLED

By W. J. SAVAGE

Superintendent of Colma and Daly City Schools

MISS ROSE H. MEEHAN, perhaps the most successful teacher who has affected rising generations of this county, passed away at her home in Burlingame, Sunday, January 2.

For several months past she was an invalid, growing weaker daily, but her faith maintained, and she was always hopeful that she would rally and get well.

To the many loving friends who called, she spoke cheerfully, making them feel that her spirit would triumph over her wasting bodily ills.

On the last Christmas Day a number of those who felt for her in her long illness decided to help her in a material way. Without any effort a purse of \$500 was secured and presented to her in a most delicate way. She was deeply grateful and said there would be many places found for it. How fortunate it is that this move was made, before it was too late.

Miss Rose H. Meehan was reared and educated in San Francisco. From her earliest days at school her ambition was to be a teacher. She seemed to live with that thought ever foremost in her mind. As a child she played school with the other children and they followed her direction as if she were the real teacher.

As she grew up and attended the high school, she was actually the teacher of her student associates. Her work was always prepared and it was her delight to give her information to others in such a way they were happy to receive it.

At the Teachers College she reveled in the philosophy of education and absorbed all that was offered. At her graduation she was thought of as the one who would be an ornament to her profession.

Her first school work was in the Denniston district, San Mateo County, and the school was located where Princeton is now. There she was the teacher of the primary children, from the beginners to third-reader age and condition. The other teacher, Miss Kate Fallon, was her principal and taught the higher grades. This was in primitive times, away back in 1885.

Miss Meehan at that time was of decidedly pleasing personality. She was tall, slender, and as graceful as a reed, and her face beamed with sympathetic friendliness. At the balls and parties she was sought by all the young men. A dance with her was worth traveling many miles in a buggy or on horseback.

Although her dancing was perfect, her greater charm was her conversation. It was so earnest and musical that it reached and claimed the attention of everyone. Thus she taught the adults, improving everyone with whom she came in contact.

But in the schoolroom her sway was complete. Her sweet way made a captive of every little learner, and in her first school they garnered so much from her teaching that her fame spread far and wide.

In 1886 she taught in the Half Moon Bay Grammar School, under George W. Hall, now of San Mateo. All of her pupils were affected by the spell of her superior teaching. Everyone rejoiced to do every task she suggested, no matter how much extra time it took. Perhaps that was the secret of her success. The writer has heard many of her boys and girls say, after they had grown to be

men and women, that they had learned more during one year with Miss Meehan than during all the other years of their schooling. It was true, too, because they worked more under her.

In 1888 she became the teacher of the first Montara School, where she had all classes from the beginning to the end. This she made the model school of the county. Many teachers visited the school, endeavoring to learn how she was able to make children of a country place do such wonderful work.

All the children read, in their recitations with great spirit, and they recited long extracts without hesitation. Their written work was in faultless penmanship and free from grammatical errors or misspelled words. Their drawings were so good that they were at once the envy and the admiration of every teacher who saw them. In the county test her pupils were easily the leaders. Their work simply put that of the others out of the competition.

Two still shining products of the first Montara School under Miss Meehan's rule are Peter B. Kyne, the world-famous writer of stories, and Mrs. Elizabeth Kneese, San Mateo County Clerk at present and for many years past, acknowledged to be the best in the state. As she reads officially, so Miss Meehan taught her.

More than twenty years ago she was called away from her model school to preside over the San Mateo Central School and teach the eighth-graders. Here she was just as efficiently successful as she had been on the coast. Each child was affected by her desire to have the best kind of work done, and despite the numerous distractions of city life was done, for her pupils, in their graduation tests, were nearly always the leaders. Her pupils never failed to do far more than was required. Among her San Mateo graduates are numerous outstanding men and women today. Wherever they are, like Peter B. Kyne and Mrs. Elizabeth Kneese, they are monuments to the work of Miss Rose Meehan.

During her latter years she was revered by her associate teachers as one who was peculiarly favored with the gift of teaching. Her advice, freely given, was followed with enthusiasm. Without trying to do so, she helped to make many other good teachers.

Miss Rose H. Meehan and Henry C. Hall were in a large measure contemporaneous teachers. Both gave their whole lives to the work. Both continued until they almost failed at the task. Both were placed on the pension roll on the same day, October 18, 1926. One drew no pension money and the other very little.

Both deserve and have the grateful remembrance of numerous pupils and friends. San Mateo County owes them highest honors. *Daly City Record.*

WILLIAM HARVEY EDWARDS, for thirty years a leading executive in the San Francisco public schools, died at his home in Alameda recently. He settled in San Francisco in 1869. He was one of those who witnessed driving of the last spike in the first transcontinental railroad on May 10, 1869. He served as principal of several schools in San Francisco. He was an uncle of Clarence Edwards, Fresno County Superintendent of Schools.

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THE SAN JOAQUIN VALLEY SUPERVISORS ASSOCIATION

By MORRIS WAGNER

ONE OF THE most earnest and active groups of educators in the state is the San Joaquin Valley Supervisors Association. It is a true pioneer group; many of the members were really pathfinders in the field of supervision, who worked alone with their problems for a number of years. They later drew together in the present organization.

The enthusiasm of the members and the scientific way in which they approach the many subjects which present themselves for study has made the organization a source of increasing enrichment in the San Joaquin Valley schools.

Miss Helen Heffernan, State Commissioner of Elementary Education, was an active member of the association at the time of her appointment as Commissioner.

The last meeting of the association was held at Merced, January 21. Forty people attended, coming from Bakersfield in the South, from Modesto in the North, Sonora and Mariposa in the mountains, and Dos Palos in the West. Nine counties were represented, as were all types of supervision. There were supervisors of primary reading, of art, music, attendance, Americanization, county health nurses, senior and junior high school principals, besides eleven supervisors of general subjects, three county superintendents of schools, and the two state commissioners of education.

The meeting began with a luncheon and informal and amusing introductions, but adjourned later to the office of Miss Minette Stoddard, County Librarian for Merced and Mariposa counties, where it settled down to serious work.

C. O. Blaney of Fresno County, as chairman of the research committee, read the names of members who had responded to his questionnaire relative to the choice of topics for study through the coming year.

Miss Helen Heffernan discussed several subjects with the groups as a whole. The meeting then divided into the following committees to plan for further work: Language committee, Miss Esta Aulman of Tulare County, chairman; reading committee, Miss Oba C. Algeo, reading supervisor of Fresno County, chairman; spelling committee, Miss M. L. Richmond, general supervisor, Tuolumne County, chairman; arithmetic committee, Mrs. C. M. Thomas, general supervisor, Merced County, chairman.

At the end of the afternoon these groups submitted definite plans for work to be accomplished during the next meeting of the association.

MERCED COUNTY SCHOOL TRUSTEES INSTITUTE

SUPERINTENDENT C. S. WEAVER of Merced County called his school trustees together on January 21 to discuss in detail many of the problems of present-day schools. Miss Helen Heffernan, State Commissioner of Elementary Education, talked on "A Trustee's Responsibility to the Modern School." She made her talk somewhat informal and succeeded in getting a good deal of reaction in the way of questions and discussion from the trustees. Miss Minnette Stoddard, County Librarian, talked on county library service in the schools. Richard J. Werner, Commissioner of Secondary Education, spoke in the afternoon, discussing the schools from the teacher's point of view.

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ABOUT BOOKS

EUROPE AND THE BRITISH ISLES, by James Fairgrieve and Ernest Young: This is Book VI of the Human Geography by Grades Series. In this geographical reader, as in the others of the series, through story and description, fundamental ideas of the relation of man to his environment are established. The volume, which is interestingly illustrated, lends itself to silent reading, oral and written composition, while at the same time it is a course in geography. This book, like the rest of the series, is convenient as a reader on account of its size, as it is a regulation book size rather than a usual large sized geography. This of course increases the value of the purpose for which it was designed. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

SCHOOL SUPERVISION IN THEORY AND PRACTICE, by Ellsworth Collins: Improved and progressive methods are included in this helpful 368-page volume. (Thomas Y. Crowell Company, 393 Fourth Avenue, New York. Price \$2.75.)

PSYCHOLOGY OF THE KINDERGARTEN-PRIMARY CHILD, by L. A. Pechstein and Frances Jenkins: The book is "written with the major purpose—to present the student of kinder-

garten-primary education with the coordinated point of view of education." It is a text for college and normal school classes in educational and child psychology. (Houghton Mifflin Company, 2 Park Street, Boston, Mass. Price \$2.)

HOME FOLKS, A Geography for Beginners, by J. Russell Smith: Here is a beginning geography in story and picture form which offers stimulation, interest, and true thought-provoking material from the frontispiece, through the stories, pictures, questions, and problems, to the concluding page, "Things to Think About." The story is of a little boy and his friends. They have various experiences, the same as other modern children, and the things they learn about farm and city life, traveling, different industries that are necessary to provide the things we enjoy, combined with suggestive citizenship material—all of these go to make a book alive with interest and information that will delight the child and stimulate him to further study of our world and its conditions of life. The pictures do more than illustrate; they offer problems the solving of which enriches the text. The volume is a regulation geography size. The type is large and clear. There is at least one large, meaningful picture on every page. Included among those who aided in testing the questions in class is Frances R. Dearborn, supervisor of third and fourth grades, course of study department, Los Angeles city schools. (The John C. Winston Company, 1006 Arch Street, Philadelphia, Pa. Price \$1.16.)

THE SUPERVISION OF INSTRUCTION, A General Volume by A. S. Barr and William H. Burton: General problems, principles, and procedures of supervision. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

A HEALTH EDUCATION PROCEDURE by Kathleen Wilkinson Wootten: This book is for the grades and grade teachers. It is a real contribution to the teaching of health. Here teachers will find stories, rhymes, games, definite outlines, reference material, and every phase of the health question receiving attention. (National Tuberculosis Association, 370 Seventh Avenue, New York.)

THE GAY KITCHEN by James Woodward, author of *Out in the Kitchen*, illustrated by Eugenie Wireman: Says this small book for small people in a foreword of verse—

A curious tale I have heard
And will now relate to you.
You will read in this book
What occurred when the cook
Went away for a day or two.

And so the reader rambles through 143 pages of material which should fascinate children who are learning to read and who know the utensils in the kitchen and their various uses. The illustrations are as much fun as the text. Second graders will welcome this book as a change from the formal readers they more often study. (Little, Brown & Co., 34 Beacon Street, Boston, Mass.)

AMERICAN HISTORY FOR GRAMMAR SCHOOLS, Revised Edition, by Marguerite Stockman Dickson: In three parts: From the Old World to the New; The Birth of the Nation; The Nation's Life and Progress. According to this author "the aim has been to produce, not catalogued facts, but historical literature." The book places dramatic value upon impor-

tant and dramatic events and the style is vivid and interesting, particularly when compared to many elementary school histories on the market. Helps for teachers and students, excellent illustrations and maps add to the value of this work. (The Macmillan Company, 66 Fifth Avenue, New York.)

HANDBOOK OF SUGGESTIONS AND COURSE OF STUDY FOR SUBNORMAL CHILDREN, by Mose D. Holmes: In association with special class teachers at Youngstown, Ohio, this course of study was planned for typical children, classified in special classes, and for the lower level of ungraded classes in school centers. This is one of the National Education Handbook Series. (National Publishing Society, Mountain Lake Park, Md.)

THE HOUSE AND ITS CARE by Mary Lockwood Matthews: A book for senior high school and junior college students as well as for homemakers. It includes material on house planning, decoration, furniture, and the management of the home. (Little, Brown & Co., 34 Beacon Street, Boston, Mass.)

COMMUNITY LIFE TODAY AND IN COLONIAL TIMES, by Daniel J. Beeby and Dorothea Beeby: This is the second of the Community Life History series, the first being "How the World Grows Smaller." This volume aims to extend and deepen the children's knowledge of how people of a community work together to supply common needs. Illustrated. (Charles E. Merrill Company, 432 Fourth Avenue, New York City. Price 96 cents.)

RECENT POETRY FROM AMERICA, ENGLAND, IRELAND AND CANADA, collected and edited by Roy L. French: No poet has been included in this book who died before the year 1900. The selections consist of a wide choice of the best in modern verse. Each poem carries an introduction telling of the author, his life and work. By studying such material as the pupils should be encouraged to read and write better and more original and beautiful things themselves. The work is designed for general high school study. It will please anyone interested in education, poetry, and the trend both on modern youth. (D. C. Heath & Co., 239 West Thirty-ninth Street, New York.)

PHYSICAL EDUCATION FOR PRIMARY SCHOOL Informal Gymnastics in Lesson Form With Piano Accompaniment by W. A. Ocker: Instructions, songs, music, and fun in rhythmic exercises and games. (A. S. Barnes & Co., West Forty-fifth Street, New York. Price \$2.)

SWIMMING PAGEANTS FOR OUTDOOR PRODUCTIONS, FOR OUTDOOR AND INDOOR PRODUCTIONS, SWIMMING PAGEANTS AND STUNTS and other pamphlets by Mary A. Brownell: Concise directions and suggestions for outdoor and indoor activities in the water. These pamphlets are prepared for filing purposes. (A. S. Barnes & Co., 7 West Forty-Fifth Street, New York. Prices range from 75 cents to \$1.)

ELEMENTS OF PHYSICS, by Robert Andrews Millikan, and Henry Gordon Gale, Being Revision of the Authors' "Practical Physics Done in Collaboration With Willard R. Parsons." This book, written for the second year high school, has as its aim: "To represent elementary physics in such a way as to stim-

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late the pupil to do some thinking on his own account about the hows and the whys of the physical world in which he lives." Questions and problems and comprehensive illustrations are included. (Ginn & Co., 15 Ashburton Place, Boston, Mass.)

JIMMIE AND THE JUNIOR SAFETY COUNCIL, by Stella Boothe: The content of this book, written in story form, suggests ways for giving and getting effective education in accident prevention. Practical training habits with civic values are suggested, through the organization of junior safety councils. Actual experiences are given. As the author explains, much of the material was taken from school reports and from newspapers. The author also states in the preface: "The stories in this book have, in a sense, grown out of the theater built in 1923, for the National Safety Council, to present a method of teaching safety." The interest value of the content is keen and children will really enjoy this book. The illustrated stories are followed by a Handbook of Safety Study. (World Book Company, Yonkers-on-Hudson, New York. Price \$1.20.)

HISTORY OF EDUCATION, by Philip R. V. Curoe: This is one of the Globe Outline Series. The history is divided into three parts—ancient, medieval, and modern. It is written for high school, college, and normal school students. Graphs, questions, drills, and tests are included. (Globe Book Company, 175 Fifth Avenue, New York.)

FESTIVAL AND CIVIC PLAYS from Greek and Roman tales, by Mari Ruef Hofer: The materials here assembled," declares the author in the preface, "are an outgrowth of extensive research on the recreations of the Greeks and Romans, studies initiated at the University of California." The material is for the higher elementary grades and the junior high schools. The plays are grouped under two heads—mythological and historical. Costume suggestions, stage suggestions, etc., together with a few illustrations, a good pronouncing vocabulary, bibliography, and other helpful material is included in the volume. The plays will prove a practical delight to many students and teachers whose interests or courses of study provide for just such work. (Beekman-Cardy Company, 17 West Twenty-third Street, Chicago, Ill. Price \$1.25.)

THE SCIENCES, A Reading Book for Children, by Edward S. Holden: This is a revised edition and includes studies in astronomy, physics, heat, light, sound, electricity, magnetism, chemistry, physiography and meteorology. The dialogue form is employed in this interesting little volume and problems which will interest the child for experimental purposes are presented. The book is illustrated. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 84 cents.)

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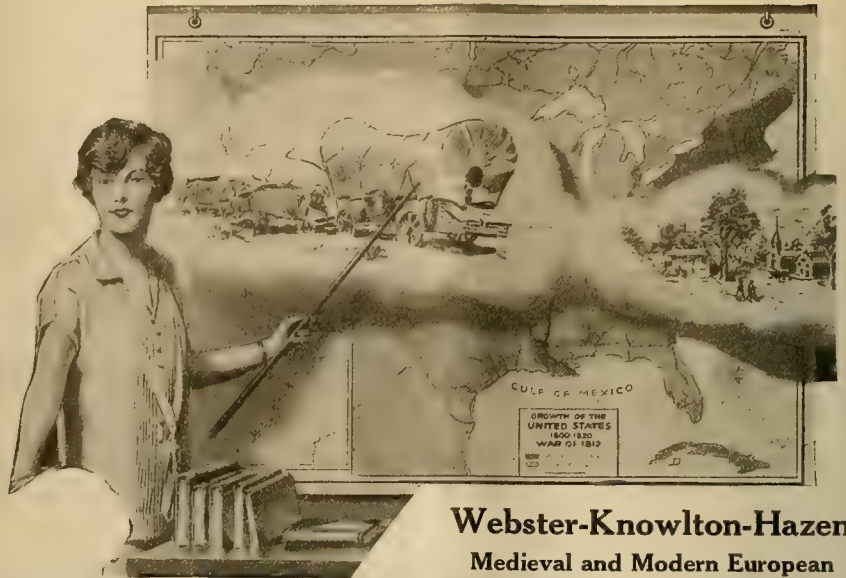
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THE WESTERN JOURNAL of EDUCATION



MARCH, 1927



Center, Luther Burbank, 1915, at the age of sixty-six; upper left, Burbank at the age of nine years; upper right, at fifteen years; lower left, at nineteen years, and lower right, Burbank at thirty-one years of age.

—From "The Early Life and Letters of Luther Burbank,"
By Emma Burbank Beeson.

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The clouds are beneath;
The wind is against me,
I laugh in its teeth;

Then higher I bound,
And I turn quite around,
And swiftly I sweep to
My rest on the ground.

—From Bryant's
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VOL. XXXIII, No. 3

SAN FRANCISCO, MARCH, 1927

PRICE, 15 CENTS

APPLIED ACTION AND CHARACTERISTICS IN DRAWING

By RUTH THOMPSON

WHAT MAKES a duck a duck? Plus the oval for its body which is characteristic of all ducks, the head with its curving beak, the tail and the legs—all of these go to the making of a duck in a drawing class, according to Hilda Keel-Smith, instructor and supervisor of drawing in the State Teachers College, San Francisco, Cal. And what characteristics make a cat? Plus the oval again, it is the head, tail, and whiskers. The cow? Its horns and tail! The elephant? Its ears and tail! The rabbit? Its ears and tail!

Having worked out a simplified and effective method of teaching blackboard story-telling for teachers, and lessons in drawing for teachers and children; after working, experimenting, studying, practicing, Miss Smith had proved to her direct group—the world of primary instructors, teachers of the foreign-born, and normal school students—that her simplified and fascinating methods of teaching drawing make a sure foundation for instruction in art.

The purpose of this self-instruction drawing method is to awaken the power of analysis even in the first-grade child. There are two phases of this analysis: that of action in life and that of the characteristics of the animal observed.

The method carries the child through observation and analysis, through action of line as related to the human figure. All the common poses of life are studied, after which stick figures and dress figures follow in succession.

Blackboard drawing, according to this method, can be used by the teacher in illustration of almost any subject—geography, history, science, story-telling, phonics, etc. There is always a need for just such an outline in action work, and primary teachers, particularly, find that interest and progress are greatly facilitated by blackboard illustration.

The first step taken in studying outline drawing is that of animal characterization. Characteristics of the duck, the cat, the cow, the elephant, and the rabbit have already been mentioned. To find out just what it is that characterizes each animal, careful analysis of that animal is necessary. For instance, the characteristics of the bear are his ears and his little tail. First, according to Miss Smith, the oval form is taught. Using this oval as a base or body, the individual features are added to make the animal. For a bear, two small ears on a micircle for a head which is just seen over the back, and a nub of a tail, complete the picture. In drawing a fox upon an oval foundation, characteristics observed are two sharp ears and a bushy tail. The difference in drawing a donkey and a deer is observed by the heavier ears and head of the donkey and his long tail. The pig is quickly recognized by his small ears, fat oval body, and curly tail. The squirrel assumes form quickly with his bushy tail; the mouse is recognized at once by its tiny ears and long trailing tail. These are merest outlines. Not an unnecessary line is used. The result is accurate, clear, simple, and expressive. The picture has been made by the use of the brain before the use of the chalk. Fundamental principles thus applied, according to this art supervisor, can be developed from the simplest to the most difficult compositions.

This is called "shorthand drawing" by Miss Smith, for first

the animal is analyzed, then visualized, then the shorthand or word sign is put on paper or on the board. In the beginning animals are always facing away, because this is the easiest pose to learn.

Next this art teacher introduces the study of a side view of birds. Here is an ellipse for the side view of a bird. What are the outstanding features of the bird? We find the rounded head, short, sharp beak, and thin legs and claws. The crane is recognized by his long bill; the hen by her comb, head, and tail; the swan by its graceful neck; the ostrich by its long neck and legs; the turkey-gobbler by his head and tail; the parrot by its hooked beak and drooping tail. Following the recognition of these characteristics comes the drawing or record of the visualization on paper. The drawing is then thoroughly studied and so recorded on the brain. It can be called to mind in an instant by that time. It is a study of fundamental lines.

The ellipse is also used for four-legged animals and the same principles are applied. Here is the elephant with his short, thin tail, his trunk, and tusks; the goat with his stubby little tail, horns, and beard; the sheep with his heavy appearing face, short horns, and small tail.

Miss Smith accompanies this work, after the preliminary steps and visualization and recording, with interesting lessons which demand that the pupil may do some of these things, for instance: represent the cat on a stone wall; represent the frog by the pond; represent the rabbit and the squirrel in the country; represent the cow on the hill. Then she gives a test which consists of one question, namely, "Draw a barnyard scene, bringing in all the animal characteristics studied." Original compositions are often called for. Enlarging and reducing pictures is a part of the work.

The next step taught is action. Stick figures are studied and it is shown that standing lines are vertical, walking lines are oblique and overcurved, running lines are overcurved and undercurved. The stick figures are next dressed, and Miss Smith has overall boys, Quaker babies, a fat baby, a thin baby, a winter baby, a summer baby. She illustrates them as standing still, as in the wind, as dancing. The little people in this "draw world" are sitting, jumping, running, falling, walking, looking up and down. It is made clear by line lessons that, standing, walking or running, all lines correlate. Some of Miss Smith's rules in this are: to make the stick figures stand, use vertical lines; to make the child stand, use vertical lines; to make the bird or animal stand, use vertical lines.

To make the stick figures walk, use oblique and overcurved lines; to make the animal or bird walk, use oblique and overcurved lines; to make the stick figure run, use overcurved and undercurved lines. This rule also applies to running children, animals, and birds.

Very interesting composition work is given in these action lines. Some instructions may be: "Draw the duck, the rooster, and the turkey running a race. See if you can make the rooster win." Emphasis has been made that the wider the curves in the drawing, the faster the child, animal, or bird runs.

Facial expression is very simply explained and taught. The turn of a line may make a child laugh or cry or appear to go

through any desired emotion—up for laughter, down for crying. Front and side face are studied in most simple lines.

Miss Smith believes that her most interesting discovery in teaching by this method is the expression of the age lines. She has made a study of old people for years, and can now produce and teach effectively the expression and downward drooping lines to represent age in many nationalities. Her classes are familiar with the old Mexican in his serape or shawl and his sombrero; the Indian woman with her blanket over her drooping shoulders and supporting cane in hand; the little old peasant with her scarf for headgear and her apron, and the crooked-legged old man hobbling down the street.

In conducting a primary drawing class Miss Smith uses some article with which the child is familiar and with this article she teaches the little ones to observe and record the action in the most simple way. She might draw a lantern and make it (1) stand, (2) walk, (3) run. She draws different foods such as potatoes, oranges, pumpkins, and makes them stand, walk, and run. She draws stick figures and makes them perform different activities and the children tell what they are doing. She has a tin soldier drill and a doll drill. The children bring their toys to school and drawings of them are made when characteristics have been observed after careful analysis by the class. Color and clay work develop from these activities and the pupils are learning from the first to use their eyes. There is no copying. Everything is analysis first. The children are taught to see with "seeing eyes" and to use their minds while they look.

Correlation of this method of drawing with subjects taught has been found valuable. In phonics the teacher can very easily get her response when she is teaching "CA" by swiftly sketching a cat with an oval, an oblique line, and a semicircle. When teaching geography, Chinese children or children of other nations may be drawn as the lesson progresses; animals of the desert, forest, and jungles may be used in swift illustration. Nature study lends itself to this method of teaching, as flowers, plants, trees, etc., may be drawn.

In story-telling this method is found to be invaluable. Among the stories that lend themselves to this unique method are: Little Red Hen, Little Red Riding Hood, Humpty Dumpty, House That Jack Built, Hey Diddle Diddle, and those other stories that will be told as long as there are people to tell them and children to listen, as well as modern stories which carry lessons of conduct.

In blackboard drawing Miss Smith recommends the following rules:

1. Always draw with a free, heavy stroke.
2. Make drawings large. Do not attempt small work on the blackboard.
3. Eliminate detail as much as possible; the fewer lines the stronger the drawing.
4. When doing practice work on the board, move quite a distance away from it in order to criticize. In this way one discovers faults more easily.
5. When erasing use the downward stroke only. In this way dust will be eliminated.
6. When indicating a landscape on the board, use a very light sketch line for distance, gradually increasing the strength of the stroke as the foreground is approached. In this way one can show color and atmosphere in his work.
7. For mass drawing use the side of the chalk, as for trees, etc.
8. Do not connect lines too closely.

Miss Smith avowedly makes her departure from the D. R. Augsburg System. Augsburg made an analysis of form. Miss Smith has given this form life. She, with Augsburg, declares that every object in life is built upon rectangles, circles, ellipses, triangles, ovals, and departing from that follows individual forms or adaptations or individual characteristics.

When questioned as to how an individual duck differed from the rest of the duck family, Miss Smith declared that ducks, like people, have individual differences. The differences might be in the curve of the beak, the length of the legs, or the curve of the tail feathers. She says that everything has some charac-

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teristic difference that distinguishes it from others of its kind. Analysis alone can find that difference.

This method is not a study of still figures only. As the lessons are developed the children seek, very often of their own accord, life models. The analysis awakens curiosity and cultivates the habit of observation that does service through life.

This foundation once used in teaching drawing opens the eyes to all that is beautiful and unconsciously the student sees the fundamental principles applied in the smallest to the greatest work of art. Artists using this method have a sure foundation.

So sure is she of her ground and so successful have her teachings been that Miss Smith has had a book published, "Blackboard Story Telling,"* which gives self-instruction in drawing and pictures the method as it proceeds to unfold. This book is the first of a series upon which the art instructor is working. The following volumes will still further clarify the work of every primary and art teacher.

The followers of this new method of drawing claim that any person can learn to draw, just as any person can learn to write a legible hand. It is all a matter of study and line work. Artistic touches that may follow later are a matter for the individual to decide, but for quick and effective illustration the procedure has made a place for itself, and teachers who are using it send in reports of continued success—and constant surprise that they really can draw!

In summing up her instructions, the exponent of this method stresses the high lights when she says: "The best way to study drawing is to memorize first the characteristic. Practice drawing it until it requires no effort on your part to execute it. When you have acquired this ability, enlarge or reduce as required, according to the representation you wish to make. These characteristics can be as easily learned as shorthand word signs, and should be memorized in exactly the same manner."

*"Blackboard Story Telling" is published by Rand McNally, 536 South Clark Street, Chicago.

JOTTINGS OF A TRAVELING BOOKMAN AT THE MEETING OF THE NATIONAL EDUCATION ASSOCIATION

By W. M. CULP

COME SEE US AGAIN!

With "Come see us again" ringing in their ears, the trains and automobiles carried the thousands of educators away from Dallas to all corners of the United States, from one of the great meetings of the National Department of Superintendence held in Dallas, Texas, February 26 to March 3, 1927.

Doctor Randall J. Condon, president of the department and Superintendent of Cincinnati, had arranged a great and inspiring program. Norman R. Crozier, Superintendent of Schools of Dallas, the teachers and principals of Dallas, the Superintendents and teachers of all of the far-reaching State of Texas, did their utmost and succeeded in making this invasion of the Superintendents of the United States into the South a most welcome and happy occasion.

Mother Nature tried to satisfy all with diversified weather conditions. One day the sun shone in all Floridian or Californian warmth and brilliance; on another the skies poured water in great Seattle abundance; on another a cold norther swept the plains, as across Michigan Avenue or Broadway; on another the snow flickered down and disappeared. For changefulness of weather, Dallas was as fickle as a curriculum committee trying to make a course to meet the requirements of professors from both Columbia and Chicago!

THE ELECTION of Joseph Marr Gwinn as president of the National Department of Superintendence was due to the fine teamwork of all the Californians present at the meeting. Walter L. Bachrodt, Superintendent of San Jose; Arthur H. Chamberlain, secretary California Teachers Association; Archie Cloud, Assistant Superintendent of San Francisco; T. H. Rhodes, principal of San Francisco; Miss Mary F. Mooney, director of textbooks and visual instruction, San Francisco; Willard E. Given, Superintendent of Schools, San Diego; W. T. Helms, Superintendent of Richmond; Walter R. Hepner, Superintendent of Fresno; Frederick F. Martin, Superintendent of Santa Monica; W. L. Stephens, Superintendent of Long Beach; Miss Louise Lombard, supervisor of Atypical schools, San Francisco; J. R. Overturf, Assistant Superintendent of Sacramento; John Franklin West, Superintendent of Pasadena; John A. Cranston, Superintendent of Santa Ana; Paul E. Stewart, Superintendent of Santa Barbara; George C. Bush, Superintendent of South Pasadena; K. L. Stockton, principal Huntington Park High School; Mark Keppel, County Superintendent of Los Angeles; Miss Ada York, County Superintendent of San Diego; W. L. Stuckey, Superintendent of Huntington Park; W. C. Nolan, Deputy Superintendent of Schools, San Francisco, and Albert F. Vandegrift, president California Teachers Association, Southern Section, were just a few of the active campaigners.

THE Department of Superintendence should meet next year at San Francisco or Los Angeles, the West would come into its own.

THE ABSENCE of Mrs. Susan M. Dorsey, City Superintendent of Los Angeles; Fred M. Hunter of Oakland, and Charles C. Hughes of Sacramento was noticeable.

HERBERT WENIG, Hollywood High School, Los Angeles, Cal., winner of the International High School Oratorical Trophy, gave his speech on "The Constitution" at the session on National Ideals.

THE PART of Californians in the proceedings of the various meetings was of distinction. William John Cooper, Superintendent of Public Instruction of the State of California, in the

section on Recent Developments in Pre-School and Parental Education, spoke on "The Part of the Public Schools in Pre-School and Parental Education." He also gave an address on "Educational Ideals and Their Achievement."

JOSEPH MARR GWINN, Superintendent of San Francisco, spoke on "The National Problem of Educating Crippled Children" at the session of the Education of Crippled Children.

THE SUBJECT, with film, "Where Milk Comes From," was discussed by Miss Mary F. Mooney, director of textbooks and visual instruction, San Francisco. As an orator Miss Mooney holds the championship among the California women.

GUY M. HOYT, assistant director, department of psychology and educational research in charge of secondary curriculum, city schools, Los Angeles, had as his subject "The Long Look in Home Economics."

H. B. WILSON, Superintendent of Berkeley Schools, was in charge of the discussion of the Exhibit of School Interiors. He also appeared on the program of the National Society for the Study of Education.

MARK KEPPEL, County Superintendent of Los Angeles, presided at the meeting of County Superintendents. Miss Ada York, County Superintendent of San Diego, at this session, spoke on "How to Improve the County Superintendency."

WALTER L. BACHRODT, Superintendent of San Jose, had as a subject "The Administration of Industrial and Vocational Work of the Schools."

"CLASSIFICATION and Guidance of the Junior High School" was discussed by Virgil E. Dickson, Assistant Superintendent and director of research and guidance of Berkeley.

JOHN FRANKLIN WEST, Superintendent of Pasadena, presided at the meeting on "The Objectives of the Junior High Schools and Their Attainment."

IN THE National Council for the Study of Education, the liveliest discussions of the Dallas meeting were held. The two programs held were designed to deal with the issues embodied in the society's twenty-sixth year book, already published, of which Part I treats of "Curriculum Making, Past and Present," and Part II of "The Foundations of Curriculum Making." In the program on "The Issues of Curriculum Making," Harold Rugg, Teachers College, Columbia University; Frank N. Freeman, professor of education psychology, University of Chicago; Ernest Horn, professor of education, State University of Iowa, and S. A. Curtis, professor of education, University of Michigan, made the sparks fly. One school held that a curriculum should embody matter that had been found good for the race, and that the child should be exposed to this information; the other school held that each child should be left to his fundamental urgings, and that around these inner promptings should be built courses of study to fit each individual.

A KEYNOTE of unity between the educators of the nation and the men who, by producing the material equipment, make education possible, was struck by Doctor Randall J. Condon of Cincinnati, president, in formally opening the record-breaking exhibit, and thereby the historic annual convention of the department of superintendence, National Education Associa-

tion. Weeks of wholesale preparation, of heart-breaking toil and of infinite details were culminated in that short, simple speech of Doctor Condon's, which cut the Gordian knot and sent the five thousand visitors already registered at the Fair Park exhibit building and innumerable others unregistered into the real business of the coming week.

ALBERT F. VANDEGRIFT, president California Teachers Association, Southern Section, was very busy getting speakers for the Los Angeles Christmas program.

EDWIN B. TILTON, Assistant Superintendent of Schools of San Diego, who is in charge of the new curriculum work in San Diego, was in active attendance at all curriculum meetings.

MISS ANNA L. MCINTYRE, Assistant Superintendent of Schools, Glendale, Cal., was an interested visitor at many sessions of the Superintendents.

MRS. HELEN WATSON PIERCE, Assistant Superintendent of Schools, Los Angeles, in charge of curriculum revision in the junior high schools, was in consultation with experts as to social science curriculum construction.

GEORGE A. MOYSE, principal of the Glendale Union High School; K. L. Stockton, principal of the Huntington Park High School, and M. J. Jones of the Huntington Beach High School were in attendance.

SPEAKING on "Democratizing City School Administration," William John Cooper of Sacramento, Cal., State Superintendent of Public Instruction, told how a committee of citizens saved money for the school board of Fresno, Cal., and at the same time increased the efficiency of the schools.

"This committee," Mr. Cooper said, "developed a series of nine school building forms for contracts, surety bonds, general specifications, etc., and a set of standards on types of windows, doors, moldings, chalk troughs, etc., which not only make for economy in schoolhouse construction but add to efficiency. Types of metal lath were carefully studied and a standard specification for lath and plaster was written. A similar study was made for electric wiring and fixtures."

DOCTOR A. E. WINSHIP of Boston, Mass., editor of the *Journal of Education*, was presented with a diamond-studded watch chain as an appreciation of the educators of America for his more than fifty years as "a potent influence on education in America." The chain consisted of forty-eight links, each en-

graved with the name of one of the forty-eight states of the Union.

Mrs. Cora Wilson Stewart of Frankfort, Ky., president of the National Illiteracy Crusade, made the presentation after reviewing the career of Doctor Winship.

HERBERT F. CLARK, assistant director of vocational education for Los Angeles, attended the vocational education meeting held in Dallas.

THE DALLAS exhibit, a display of the materials of education, was one of the largest and most comprehensive of any ever held at a national Superintendents' meeting. The exhibits were in the Fair Park Exhibit Hall, a large structure that was admirably suited for the showing of the various displays. The decoration scheme included the Flags of Lexington, a collection of 160 historic Continental flags, loaned by the City of Lexington, Mass.

Some 250 organizations had acquired space and exhibited educational material.

Due to Harold A. Allan, business manager of the N. E. A., the handling of the exhibits and their display was carefully executed.

Besides commercial exhibits there were various educational exhibits by states and cities. San Francisco, Oakland, and Los Angeles were California cities exhibiting.

THE HOLDEN Patent Book Cover Company, Springfield, Mass., had one of the most charming displays in the hall. A large, brightly colored poster occupied the back of the booth. Miles C. Holden and Miss Ella M. Godfrey were present. Miss Godfrey has probably the largest acquaintance with school men and women of any of the exhibitors.

F. W. CORSON of San Francisco, of the American Crayon Company, was much in demand at booth and hotel.

P. BLAKISTON'S SON & Co., Philadelphia, was represented by Horace G. White, sales manager, and J. G. Peters.

C. A. VAN NOSTRAND of San Francisco was the Pacific Coast Milton Bradley Company representative present.

WILLIAM C. BRUCE and Frank Bruce of the Bruce Publishing Company, Milwaukee, were much in evidence. Their printing and distributing of the names of the educators registered was an act appreciated by all.

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THE HARR WAGNER PUBLISHING COMPANY, San Francisco, was an exhibitor for the first time. Its Geography Readers by Doctor H. W. Fairbanks and its Modern School Readers by H. B. Wilson, Superintendent of Berkeley Schools, and Ruth Thompson of San Francisco attracted much attention.

EMERY W. HARVEY of the D. C. Heath Company represented that company for California.

C. H. ALLEN, Pacific Coast manager of Houghton Mifflin Company, was in attendance.

EDWARD S. SMITH, manager of the Educational Publishing Company, Chicago, was one of the busiest men at the meeting.

L. H. PUTNEY of Little, Brown & Co. was greeting his friends from all parts of the United States.

WILLIAM L. NOLAN, Pacific Coast manager for the A. N. Palmer Company, was among the busy exhibitors.

THE WHEELER PUBLISHING COMPANY, Chicago, was popular with its new Wag and Puff series of readers for grades one, two, and three.

JAMES G. STRADLING of the John C. Winston Company had fourteen representatives present.

A. S. POPE, County Superintendent of Schools of Santa Barbara, was very successful in promoting the sale of his Printer-Primer.

RADIO MOTIVATES SCHOOL LESSONS

MRS. PRELA MESSNER, fifth grade teacher in the grammar school, Yreka, Cal., included in some of her lessons recently the project of letter and story writing, on the part of the pupils, to Aunt Betty of the KGO Kiddies Klub. Aunt Betty is, in real life, Ruth Thompson, author, with H. B. Wilson, of the Modern School Readers, and author of Type Stories of the World for Little Folk, Our Neighbors Near and Far, and Comrades of the Desert. The Yreka children, beside listening to Miss Thompson's story hour on the radio, recently had read some of the stories in her books. These formed the themes for the letters which were read on the air. The letters written by the children proved the interest that Mrs. Messner has created in her classroom and showed the results of a training that only can take effect when interest is the motive.

Children of the Lincoln School, Pasadena, also wrote to Aunt Betty last month, and their letters, being well written and of exceptional interest, were also read on the air. The Pasadena letter writers were the pupils of Miss Lyndell Michener.

Many children in rural districts write letters and stories to Aunt Betty, KGO, General Electric, Oakland, Cal., and it has been found that the motive furnishes an unusual basis of interest, as only the best material is read on the air. Children of rural districts who have written recently of their school activities include children of the Santa Maria School, Santa Maria, the Kernville School, Kernville, and Red Rock School, Cantil.

In order to join the KGO Kiddies Klub it is necessary for the child to write an original story and a letter to Aunt Betty. In response the child is sent a membership card, and after that the letter or story may be read during the story hour, which is on Monday from 5:30 to 6 p. m. Children who have no radios often gather at the neighbor's house or at some home where there is a radio in order to "listen in" and hear the stories and letters. The children may write letters, stories, and poems as often as they wish and they are always given encouragement.

Teachers who are interested in this motivation of the writing, composition, and spelling lessons, are invited to write to Aunt Betty at any time regarding the work. In some cases,

teachers have reported, the fact that the child hears his letter or story read on the air has furnished an interest and inspiration for further work that nothing else has done.

E. J. HUMMEL, Superintendent of Beverly Hills grammar schools, is busy with a new \$250,000 elementary school building project. Thirteen hundred pupils are now enrolled in Beverly Hills, an increase of four hundred over last year.

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THE MADISON SCHOOL, SANTA MONICA, CAL.

By W. M. CULP

THE OPENING, a year ago this February, of the Madison School, a departmentalized fifth and sixth grade school, by Superintendent Frederick F. Martin of Santa Monica, was the origin of a new educational policy for the Santa Monica school system. In point of fact at the present time, the Madison School is the only fifth and sixth grade departmentalized school in California which is attended by pupils from the whole city. After a year's operation under Principal Thomas Archibald Wood, the Madison School is proving a success of major caliber. Parents who objected to pupils attending this school from all parts of the city are charmed with the practicability of the scheme and the enthusiasm of the pupils for their school and work.

The success of this school can be laid to three factors—the teaching corps, the curriculum, and the material equipment.

The faculty of nine, under Principal Wood, comprises the best teachers obtainable by Superintendent Martin. The departmentalizing of the work for the 332 children enrolled has given better instruction than ordinary. All children are intellectually rated. The departments comprise those of social sciences, arithmetic, reading, English, physical education, art and music, penmanship and spelling. In arithmetic, social sciences, reading, and English, the teachers follow a course



The Madison School, Santa Monica, Cal. A departmental school for the fifth and sixth grades. F. F. Martin, Superintendent of Schools. F. D. Rutherford, architect.

worked out by Miss Elizabeth Hamlin, the Supervisor of Elementary Schools. Socialization of work is obtained as much as possible. For example, in sixth grade reading, two times a week the pupils have auditorium practice in reading and recitation. In regular weekly auditorium meetings there is a co-ordination of all departments in the program.

The physical equipment of the Madison School has been one of the great aids in making this departmentalized school a success. The grounds for the building comprise a whole block. The school building itself is new and was completed a year ago and is the work of Francis D. Rutherford, architect. The Madison School claims to have the highest rating in floor space of any elementary school building in California. The price of construction was \$128,225, and the citizens of Santa Monica believe that in this Madison School they obtained more real school value than in any of their other recent buildings.

The Madison School is of two-story construction, of Tudor style, and contains fourteen classrooms, offices, clinic, an auditorium seating 575, a library furnished in oak, and a cafeteria of 250 capacity.

The outside appearance is of stately beauty; particularly so is the roof of Holland tile and the reinforced concrete walls faced with two-color brick, and the façade and trimmings in terra cotta (a substance that is not affected by the salt air of Santa Monica). Shrubs, lawn, palm trees, and an edge of camphor trees set off the building.

The building is Class B construction. Metal lath partitions have been used. Every door is equipped with a panic bolt—no one can be locked in the building. Every door has a double kick plate. Lockers are set into the walls of the corridors and are without locks. Long and box lockers are side by side. During the year's occupancy there has not been the loss of an article by theft. There are six windows to each room, of the three sectional universal type. Blackboard of slate is on two sides of each of the regular classrooms. These blackboards end eighteen inches from each corner. The offices are equipped with gas-steam radiators so that a worker in the office out of regular school time is not dependent upon the furnace.

Every room contains a radio outlet. There are six radio openings in the auditorium. A concrete room for a transformer for high voltage is included in the basement. Heating is accomplished by a low-pressure steam system of the American Radiator Company. The building can be heated in fourteen minutes. The electricity is controlled from a safety switch-board. Even the oak bannisters are safety contrivances, as pointed knobs prevent sliding. Venetian blinds are used throughout the building.

Gas, steam, and electric conduits are placed in channels that are accessible at all times. The plumbing for the lavatories has been simplified by having two in each end of the building, one immediately below the other.

The Madison School was designed to be increased to double capacity. Fourteen rooms can be added with little difficulty. The heating system is installed, the electrical switches are provided for, and the present clock will handle the increased space. The present plant will handle 800 children; completed, the capacity will be 1600.

The use of acoustic plaster has made the music room practically soundless to a person in the corridor. The art room has plenty of cupboard space for all necessary supplies, and has a cork tack-board in the back of the room. Storage and water is obtained in a small room opening in the rear.

The cafeteria is a square room with wood ceiling and beams. The square tables of the equipment were made in the school shops.

The auditorium has perfect acoustic qualities and is attractively decorated. The rear of the stage has six doors with panic bolts that open upon a platform which is on the edge of the athletic field. This arrangement is convenient for outside assemblies.

In arrangement of building, Superintendent Martin believes that he has, in the Madison School, one of the most practical units ever under his supervision. Superintendent Martin is also tremendously pleased with the departmental system for the fifth and sixth grades. He believes that the fifth and sixth grade pupils accept their responsibilities better than do those of the junior and senior high schools and are more amenable to close supervision when off by themselves.

NORMAN R. WHYTOCK has been appointed director of research for the Glendale city schools. Up until February of this year Mr. Whytock was also principal of the Theodore Roosevelt School, Glendale, and devoted half of his time to school supervision and the other half to research work. In February Mr. Whytock enrolled at U. S. C., where he is qualifying for a research certificate. He still continues to devote half time to research work in Glendale. At the commencement of the fall term Mr. Whytock will devote full time to the Glendale research directorship.

Mr. Whytock is well acquainted with the problems of the Glendale schools. He graduated from the Glendale Union High School in 1913. After graduating from the Los Angeles Normal, he taught in the Glendale schools in 1916. In 1917 Mr. Whytock enrolled in Columbia University, then enlisted in the army and went through heavy fighting in France. In 1919 he was in newspaper work in Havana. In 1920 he began teaching again in Glendale, and acquired his Bachelor's and Master's degrees at U. S. C. In 1922 Mr. Whytock was made principal of the Theodore Roosevelt School and this last year research director.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

IN JANUARY, 1927, there were 364 schools in operation in the Los Angeles city school system. School enrollment is beginning to rise rapidly after a period of two light years. In January, 1927, there were enrolled 234,547 individuals, an increase of 21,000 over last year. Los Angeles schools reached their peak of annual increase in 1923-24 when the number totaled 43,405. The following two years were of normal growth. The present average daily attendance is 185,000. The 1926-27 enrollment includes 157,765 elementary pupils, 36,923 high school students, and 39,859 people in special schools.

WILLIAM JOHN COOPER, State Superintendent of Public Instruction of California, during his recent incumbency of the City Superintendency of San Diego, in four months had a definite and forceful program under way. The rapid growth of San Diego's school population made necessary a school survey as to the need of new schools and sites. A comprehensive report was made in relation to the need of a bond issue to meet conditions. A course of study work involving committees enrolling 250 teachers was inaugurated. Mr. Cooper was in charge of the high school groups and Edwin B. Tilton, Assistant Superintendent of Schools, had charge of the elementary committees.

The renovation of the old Franklin School at 825 Union Street into a central administration office building was one of Mr. Cooper's outstanding contributions. As renovated, this building is one of the most practical and pleasant of any of the administration offices in California. The cost of renovation was less than six months' rent of the former quarters. The Franklin School is a two-story building. Both first and second floors are divided into two sections. On the first floor on one side are the business administration offices; on the other are the Board of Education and supervisory rooms. On the top floor the south half is arranged for the offices of the Superintendent and Assistant Superintendent; the other half provides supervisory and consultant rooms.

MISS ADA YORK, Superintendent of San Diego county schools, attended the Superintendents' meeting of the N. E. A. at Dallas, the week of February 27. Miss York took part in a discussion on the improvement of the County Superintendency.

WILL S. KELLOGG, principal of the Frances E. Willard Junior High School, Santa Ana, has for the last two years been very successful in conducting a private summer session for grammar and junior high school students in Santa Ana. The summer session is held in the Frances E. Willard Junior High School building. The Santa Ana Board of Education allows the use of the building, free of charge, as the city is the gainer through the improvement of retarded pupils and the hastening of accelerated ones. Classes in English, geography, algebra, community civics, geometry, history, and a mixed class for grades one to six are scheduled. Pupils attend from Santa Ana, Orange, Fullerton, Tustin, Huntington Beach, and other neighboring towns. This year's session will start on June 20.

MARK R. JACOBS, Superintendent of the Montebello schools, has arranged a special auto park on the high school grounds for the use of the students. The park is surrounded by a six-foot wire fence and is specially graveled. Automobiles are taken off the street in front of the school and a fine view of the new high school building, which is soon to be entirely surrounded by lawn, is seen from all directions.

THE GLENDALE Union High School District will vote on the establishment of a junior college district on March 25.

SUPERINTENDENT W. L. STEPHENS of Long Beach and his Board of Education have plans under way for the construc-

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tion of a central administration building capable of housing all the school administrative and supervisory departments and large enough for continued expansion. This administrative building will be a monument to the oil—the black gold—lying beneath Signal Hill and Long Beach. The Long Beach Board of Education owned a school site of two and one-quarter acres on Signal Hill. Three years ago the Long Beach City School District received a bonus of \$40,000 for leasing the property, and has been receiving \$7000 per month royalty since. From this oil revenue the lot has been purchased upon which the administrative building will be built, and from this revenue the administrative unit will be constructed.

The lot bought, 75 by 150 feet, fronts on Locust Street and cost \$35,000. The location is one-half block from the George Washington Junior High School, which is a central position for all teacher meetings. For the administrative structure \$125,000 has been allotted. The plans are now being drawn. The probability is that the building will contain four floors. On the first floor will be the Board of Education room, the library department, and the museum, which is a distinct Long Beach school feature. The second floor is planned for the business offices, the third is for the administrative departments and the fourth will contain offices for renting, which will be taken over by the School Department as the city grows.

Superintendent Stephens plans to be in the new quarters at the expiration of the lease of the present offices, which is up in two years. This administrative building is to be an artistic and permanent monument of the Long Beach oil boom.

LONG BEACH will vote upon the establishment of a junior college in April.

EMIL LANGE, director of curriculum of the Long Beach schools and his subject committees are well along in the curriculum program. The English course of study will soon be off the press. Courses of study in art, home economics, senior high school mathematics, science, and music are ready for the press.

MISS ANNA L. MCINTYRE, Assistant Superintendent of Glendale city schools, represented Glendale at the Dallas meeting of the Superintendents' section of the N. E. A., the latter part of February.

THE WINSTON SIMPLIFIED DICTIONARY

WILLIAM DODGE LEWIS, Henry Seidel Canby, and Thomas Ki Brown, with a permanent staff of twenty-six editors, made tremendous achievement in the new Winston Simplified Dictionary. It took six years to produce it. It contains over 100,000 words and phrases and 5000 illustrations. We have personally checked up on many words and find the definition clear, definite, and accurate. It is just the kind of book that we can recommend for high school and college use. It is a great book. Great in its usefulness, great in its content, great in its perfection in the art of book-making. The price is \$2.24. Usual discount is given to schools. The representative is W. C. Harper, the John C. Winston Company, 149 New Montgomery Street, San Francisco.

COURSE FOR TEACHERS OF MIGRATORY CHILDREN

THE ONLY course of its kind ever offered in California, teaching of non-English speaking children, will be given at the summer session of the San Francisco State Teachers College June 27 to August 5.

Miss Ethel Richardson, Assistant State Superintendent, has designated this teachers' college the state center for this kind of work, and she strongly recommends this course to teachers of migratory schools. A demonstration school of about twenty-five non-English speaking pupils will be in operation.

F. F. MARTIN, Superintendent of Santa Monica city schools will have in the near future a \$1,500,000 bond issue campaign for new schools.

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RUTH THOMPSON, Assistant Editor.

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

THE SAN FRANCISCO Board of Education has by a unanimous vote reappointed Joseph Marr Gwinn as Superintendent of Schools from July 1, 1927, to June 30, 1931. Doctor Gwinn has inaugurated many new educational policies and has, under Charter Amendment No. 37, reorganized the Department of Education. He has been devoted to his work, and the Board of Education, the various teachers' organizations, and his official staff have cooperated with him. His election at Dallas, Texas, on March 4, as president of the Department of Superintendence was a distinct honor of national importance.

HON. WILLIAM JOHN COOPER, Superintendent of Public Instruction of California, is meeting the perplexing issues that are now before the Legislature and the people with sound common sense. He has a difficult task. It is fortunate, however, that the large majority of the problems that have arisen have been studied thoroughly by him in committee work while envired by the necessary enforcement of school laws, whether efficient or not.

THE DIRECTORS of the C. T. A. are making a drive for five thousand new members. If you are not a member you should be one. The C. T. A., with Mark Keppel as chairman of the executive board; Arthur Chamberlain, secretary; Vaughn McCaughey, editorial department; George C. Jensen, research department, and S. M. Chaney, placement bureau, was never more efficiently manned than at present. High professional standards, more money for schools, tenure, and opportunities for professional advancement are a few of the outstanding features of the C. T. A.

THE CITY OF SEATTLE, through its teachers' organizations and other bodies for the promotion of the good and welfare of the city, is making strenuous efforts to have the National Education Association meeting in Seattle a notable one. California should respond.

IN ORDER to be young we must have our minds open for new movements in education. Without intellectual progress we are dead. New buildings, more pupils, more people, do not mean anything in terms of centuries. Froebel, Pestalozzi, Goethe, Polstoy, Herbart, mean something to the race. Wall Street means nothing, except as money is used to put into effect the Sermon on the Mount and the educational ideas of the men and women who are thinking in terms of the betterment not of themselves but of the children. We are all children in the world of wisdom.

LEMENCEAU said of two modern Frenchmen; "Poincare knows everything, and understands nothing. Briand knows

nothing and understands everything." If our modern educators could differentiate between wisdom and facts, between the understanding heart and the cemented ego, the differential on promotions, salary, schedules, etc., would be slightly changed.

SAN FRANCISCO, through Mrs. Frederick Colburn, president of the San Francisco branch of the League of American Penwomen, made a substantial contribution to our intellectual activities in a Book Fair at the Hotel Mark Hopkins the week of March 1. The Authors' Breakfast, Booksellers' Luncheon, Art Day, Poetry Day, Music Day, in connection therewith, showed that Mrs. Colburn and the men and women who cooperated with her were devoted to making the Book Fair a success.

JOHN A. CRANSTON, Superintendent of Santa Ana city schools, has evolved a new type of teacher institute. Instead of having one week given to institute lectures, Mr. Cranston has scheduled his institute program throughout the school year. The teachers of Santa Ana who have the same problems are grouped together, and then these units have a lecturer speak to the group upon a subject of interest to them. In addition to the meeting of the specific groups, general institute meetings, which all attend, are held.

DOCTOR CONDON'S TEACHING FUNDAMENTALS

IN HIS inaugural address at the recent N. E. A. meeting in Dallas, Texas, Doctor Randall J. Condon, president of the Department of Superintendence of the N. E. A., expressed some of his ideas on the fundamentals in education, as follows:

Teach the fundamentals in education, to repeat what I have said on another occasion; interpret life in terms of life; combine books and things, work and study. Teach honor, duty, truth, courage, faith, hope; love of home and of country; reverence for God, for each other, and for all His lowly creatures. Teach self-denial and self-reliance; kindness helpfulness, sympathy; patience and perseverance; obedience and punctuality, regularity, industry, and application; love of work, joy in service, satisfaction and strength from difficulties overcome.

Teach reading, writing, and arithmetic of course, but not as fundamentals, except as in the learning one is taught to read fine things, to write beautiful thoughts, and to know that in the fundamentals of life the sum of one's happiness cannot be obtained by subtracting from others; and that the way to multiply the value of one's possessions is to divide them with others, especially with those in need.

Teach geography, but only that to world knowledge may be added world sympathy and understanding and fellowship. Teach history, that against its gray background of suffering and sorrow and struggle we may better the present and may project a finer future. Teach civics, to make strong ideals of liberty and justice and to make free, through obedience, the citizens of a republic. Teach science, but always as the handmaid of religion, to reveal how the brooding spirit of God created the world and all that is therein and set the stars in their courses, in accordance with the eternal laws that He Himself had ordained.

Teach that which gives intelligence and skill; but forget not soul culture, for out of this comes the more abundant life bringing forth the fruits of the spirit. Teach art and music and literature; reveal beauty and truth; inculcate social and civil ideals.

These are the real fundamentals in education, for "character is higher than intellect," and the soul shall never die. And there has never been a time when school and college needed more than now to take account of what they are teaching and the way they are teaching, and to place the emphasis where it belongs on the things that make for right and noble living.

MILLION-DOLLAR COLLEGE

THAT tentative plans for the new San Diego State College call for the expenditure of \$1,000,000 in the period from 1927 to 1931 has been announced by Edward L. Hardy, president of the college.

The program of building includes the construction of an administration building, a training school, a science building, a physical education building, shops, and a library-auditorium. It is expected that the plant will be ready for occupancy in September, 1930.

SPECIAL STATE BOARD MEET

THE State Board of Education met in special session in Sacramento, Cal., February 21, 1927, and approved the petition for the formation of the City of Santa Rosa Junior College District.

The board also approved the petition for the formation of the Glendale Junior College District.

The State Board of Education met in special session in Sacramento, Cal., February 23, 1927, and approved the petition for the formation of Long Beach City Junior College District.

The board adjourned to meet in regular quarterly session in Sacramento, Cal., beginning April 4.

Respectfully submitted,
WILLIAM JOHN COOPER,
Executive Secretary.

SALARY SHORTAGE

FOUR HUNDRED elementary school teachers in San Joaquin County, two hundred of them in Stockton, must wait until after July 1 for salary shortages to be made up, according to an announcement of County Superintendent of Schools Harry Bessac.

The shortages, totaling about \$70,000, came when the 1926-27 school budget was made by the Board of Supervisors. Through not consulting the county or city School Superintendents, the budgets were improperly figured.

According to Bessac there is no legal method for making the adjustment at this time, but may be remedied by increasing the salaries at the beginning of the new fiscal year starting July 1.

THE NAME of the school paper issued every other week by the seniors of the McCloud High School, where M. C. Harris is principal, is *The English Bulletin*. The paper is a new project undertaken by the class, and each student in the high school is encouraged to contribute to it. The contributions are of varied character—humorous, factual, imagi-



S. M. Chaney, Placement Bureau, California Teachers Association, who was Superintendent of Glenn County Schools for many years, has accepted the post as manager of the Placement Bureau of the C. T. A. During the twenty years that Mr. Chaney was Superintendent of Schools, he was noted for his ability in selecting teachers and for his interest in educational progress not only of his own county, but of the state and nation. He was always found cooperating with the men and women who were interested in better schools, better teachers, and better professional equipment. He has a wide field of usefulness in his new position.

native—and a definite effort is being made to follow reportorial style in recording school events. The paper is an original presentation and shows the result of well-directed talent on the part of the instructors of the McCloud High School. Genevra Martin is the editor-in-chief.

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WIDE VARIETY OF BUSY WORK

MANY rural school teachers, as well as teachers in cities, are often in need of busy work that is not only interesting but that has definite educational value and correlates with subjects on the course of study. This need has been felt and is being supplied by the Harter School Supply Company of 2046 East Seventy-first Street, Cleveland, Ohio.

The child's interest in Mother Goose is utilized. A set of cards, on which are silhouettes of favorite characters, together with unfinished sentences of the familiar story and phrases for cuttings and placing in the proper blanks, compose one new type of a silent reading lesson. The child's interest in jingle is employed in the lesson card set of "Rhyming Words." This is a set of silent reading helps for word recognition. This material may be used by second and third graders. Another silent reading lesson is "Problems in Silent Reading" for drawing and coloring. Here the children have what is real fun: "Draw a Teddy Bear. Color It Brown"; "Draw a Bell. Color It Red," are among the instructions. The cards have simple pictures which may be copied and each object is labeled, thus tying the pictured object and the word.

This company has such a wide variety of helpful material on practically every subject that it would be impossible to mention it all, but teachers are discovering it and children are enjoying it.

"Helpful Hints for Teachers" is a series of pamphlets which may be bought for five cents each. These pamphlets, written by leading authorities on the various subjects, are kept up to date. They include number devices, opening exercises, new spelling games, and every subject in the curriculum receives attention and hundreds of worthwhile ideas are presented.

The Harter School Supply House has attractive catalogs and samples which will show the teacher just what helps are offered for the solving of her particular problem.

REPORT OF MEMORIAL COMMITTEE

THE Teachers Association of San Francisco, of which John F. Brady is president and Miss Frances Mooney is secretary, at a recent meeting considered the semiannual report of the memorial committee and then adorned out of respect to those teachers who had passed away. Following is the report:

The tribute of remembrance that we pay to our dead today is offered to those who as leaders,



E. P. Mapes, County Superintendent of Schools, Glenn County, Cal., who succeeded S. M. Chaney as Superintendent of Schools, Glenn County, January 1, 1927. Mr. Chaney was not a candidate for reelection, and Mr. Mapes was elected in November. He is a practical school man, a teacher of experience, and since taking office has shown careful attention to the many problems a School Superintendent must solve.

far-seeing and wise, inspired us, their fellows, to attempt great and still greater activities; to those who planned and who carried forward; to those others who gently smoothed out the obstacles and who, by their examples and faith in us, filled us with their lofty aspirations. To each and all we give honor and the acknowledgment of work well done. Those who rested for a while before journeying on are: Mrs. Lizzie Kennedy Burke, Columbia; Miss Alice Stincken, Pacific Heights; Mrs. Mattie Cole Thompson, Horace Mann; William H. Edwands, Crocker; Miss Bertha Goldsmith, Denman; Miss Rose McGeough, Dudley Stone; Mrs. Mary A. Hoogs, Spring Valley; Miss Annie Franks, Mrs. Margaret Dwyer.

Others who went directly from their life work to their reward are: Miss Agnes E. Clary, Detention Home School; Miss Minnie Maher, Galileo High; Miss Louise F. Bray, Farragut; Miss Mabel F. Reid, Marshall; Miss Mary A. McArthur, Fairmount; Miss Genevieve Monks, Paul Revere; Miss Helen M. Grace, Polytechnic; Miss Margaret Haussler, Sherman; Miss Anna E. Devlin, Mission High; Miss Mabel F. Millie, Lowell High.



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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

ALEX VERHUSEN, District Superintendent of Tweedy schools, Los Angeles County, reports an enormous increase in enrollment in the last year. In his two years at Tweedy, Mr. Verhusen has completed two buildings, and is now making additions to them to care for the fall enrollment. He has organized a kindergarten and put in a school savings bank, which has an average of 75 per cent of pupils as depositors weekly.

THE SAN FRANCISCO Teachers Association at its recent biennial election returned to office its entire executive board, reelecting John F. Brady as president; Mrs. Ivy Ostrom, vice president; Miss Frances Mooney, secretary, and Mrs. C. Sykes, treasurer. There was a vote of 2235 out of a maximum of 2400 votes cast.

PRESIDENT C. L. McLANE of the State Teachers College, Fresno, has made announcement of the details of the proposed new science building for which the State Legislature has provided a budget of \$215,000. The building will be of the same architecture as the other buildings, will be two stories in height, and will be devoted entirely to science.

TWENTY-THREE HUNDRED children attend the eight schools in Montebello, and attendance is increasing with the growth of the district, according to a report from that place. Mark R. Jacobs is Superintendent of Schools.

MRS. SUSAN M. DORSEY, Superintendent of the Los Angeles city school system, recently observed her seventieth birthday anniversary. Mrs. Dorsey first entered the Los Angeles schools in 1896 as a teacher. Today she directs a school system of which the daily attendance is 200,000.

MISS N. ELLA RUSSELL, principal of the Grant School of Stockton, and prominent for forty-five years in San Joaquin County educational circles, passed away suddenly at her home in Stockton last month.

THE NEW building of the Ventura Union High School, Ventura, was formally opened on February 7. The Ventura school system includes a junior college, which was organized in 1925. The *Ventura Free Press* of February 7 includes an interesting story of the high school in the town since its beginning. The article was written by Miss Alice Doty, editor of the *High School Radiator*.

BONDS to the extent of \$17,000 were voted in Summerland recently. Of this money \$5000 is to be used for a site and the remaining \$12,000 for a new school building.

THE EXECUTIVE committee of the Central Coast Section of the California Teachers Association met in Salinas recently. Bills before the State Legislature were considered; Santa Cruz was selected as the meeting place of the teachers' institute this year, and San Luis Obispo was chosen for next year's convention. President James G. Force presided at the meeting. Others who attended were: James P. Davis, Mrs. Catherine Grey, Miss Gretchen Wolfing, all of Hollister; J. H.

Graves of Monterey, A. M. Fosdick of Atascadero, R. L. Bird of San Luis Obispo, Miss Grace Widemann of Gonzales, T. S. MacQuiddy of Watsonville, Miss Edna Young and W. E. Elmer of Santa Cruz.

MISS CAROLINE SWOPE's summer school will hold two sessions, one at Santa Cruz, June 27-July 15, and one at Long Beach, July 25-August 12. This is a teacher training school that has "personality." Miss Swope of 83 Linden Avenue, Long Beach, will be glad to give further information of the work.

BAY SECTION MEETS

AT THE Bay Section meeting of the California Rural Supervisors, held in San Francisco recently, T. C. McDaniel of Solano County was elected president; Miss M. I. Richmond, Tuolumne County, vice president and Miss Jane Ward, secretary-treasurer. Committees on constitution and programs for later meetings were appointed. Those present included: Miss Helen Heffernan, State Commissioner of Elementary Schools; Miss Louisiana Scott and Robert J. White of Contra Costa County; Mrs. Estelle C. Close of Sonoma County; Miss Norma V. Pierce of Napo County; Mrs. Lillian B. Hill, Mrs. Alice Orr Martin, Miss Jane Ward, and J. L. Bunker of Alameda County; Miss Anna Kyle and T. C. McDaniel of Solano County; Mr. Lulu H. Moorehead of Stanislaus County; Miss M. L. Richmond of Tuolumne County and Miss Mildred Moffett, field supervisor of writing of the Zaner-Bloser Company.

A telegram was received from Mrs. Edith Orr James and Mrs. Tene C. Cameron of San Joaquin County expressing regret at being unable to attend the meeting.



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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL

County Library Organizer, California State Library

The Elementary School Library

THE COMBINED efforts of the city school librarian, the teacher, and the librarian of the public library toward helping children to develop into right-thinking men and women is forcefully told in the following article by Miss Jasmine Britton, Librarian, Los Angeles City School Library:

Do you know what the one essential is in the first years of school for promotion from one grade to the next? It is the ability to read and to read with understanding. All the other subjects are dependent on reading.

The Los Angeles school system has considered this of such importance that from the first grade through the high school there is an organized library service to evaluate books carefully and fit them to the needs of the individual child and to develop ways of arousing and developing interest in reading, which is so vital to the child's advancement in school.

The elementary school library idea is today one of the coming developments in education. The new educational methods demand many books instead of one text. Some type of book organization in the school is essential. Announcement has just been made by the N. E. A. that a ten-day course for elementary principals on the school library will be offered at the University of Washington immediately after the annual meeting in Seattle. This gives the elementary school library plan an official recognition which will do much in establishing it throughout the country.

Los Angeles was one of the first to recognize the value of a library in the elementary school. Over twenty years ago the elementary school library began with a librarian and 16,000 books in one small room. Today, in 1927, there are over 100,000 books for the 5000 teachers and 175,000 children in the 300 elementary schools. It contains books which supplement the state texts for all the grades and in every subject touched upon in the course of study. There are also the basic reference books and sets of books. One of the most interesting sides of the whole work for the librarian is the "browsing table collection" in each classroom. The browsing collection may be one of two things, either a group of books closely correlating and enriching the activities of the class, or it may be a more general selection valuable for recreational purposes. From the kindergarten through all the elementary grades the browsing table may be one of the attractive centers in the classroom. The vase of flowers from the school garden, the table runner made by the sewing class, the bookends from the manual training boys, contribute to this harmony. When the children finish the books in the browsing collection, or if they do not meet the special interest, any of the books may be exchanged throughout the year from the central school library, thus keeping the collection alive and interesting.

It is increasingly necessary for the teacher today to know children's books as widely as possible in order to build her browsing collection to the best advantage. She must know books below the grade for the slow child who needs more practice in reading and the encouragement of attractive books. She needs also to know other books to meet the abilities of the average child that he may be stimulated to his best effort. When there are books for the gifted children who variably love reading and whose work can be enriched by directing their energy to a half-dozen excellent books, where the average boy or girl can read but one. Throughout the elementary years the children are acquiring standards selecting their own books. They are strengthening the wings of their imagination, exploring known realms of beauty. The browsing table an educational opportunity for those who assure books.

Special thought to building the children's

standards in selecting books for their leisure reading and for their own libraries is given during Good Book Week in the fall. Without doubt this influences the selection of books purchased for Christmas. Again, on Library Day of Boys' Week in the spring, books and reading for fun are discussed in the reading and literature classes.

In each school the principal asks one of the teachers to serve as library representative—someone who enjoys books and reading herself, and who uses to good advantage the school library's resources. She it is to whom we turn for response and understanding in helping us carry out in her school new plans as they come along.

For the past three years we have given, under the Extension Division of the University of California, a course for teachers on the use and appreciation of books in the elementary schools, so that more and more teachers, who are the ones working directly with the children, will have a wider knowledge of the best books for children.

During Good Book Week this year the library representatives helped us gather and sort out the best book reviews written by the children on their favorite book chum. We have never had a more enthusiastic response. The book notes signed with the child's name and school were used in the new booklists, which the students in Manual Arts High School printed for us. We believe all the children of the community will be most interested in reading a book recommended by another boy or girl.

The children's librarians of the public library in branches near the schools have strengthened immeasurably the teachers' efforts and have enlarged the horizon of the children beyond the school to this other educational agency in the community by having classes visit the public library from the third grade on for appreciation hours and definite instruction in using books. For the outlying schools not near a public library, the school library sends a traveling librarian to help these teachers, also to use books to the best advantage.

Both libraries have the same end in view—enlightened thinking men and women of character. Each furthers the work of the other. The school library opens the world of books and next directs the children to the wider interests of the public library. The public library in turn complements the school's efforts, improving the quality of the work done in the classroom and pointing the way to continued mental growth beyond the school.

The boys and girls of today have an unsurpassed opportunity to use books intelligently, to enjoy books, and to find inspiration in books.

Joint Meeting

THE FIRST, second, and third districts of the California Library Association united this year in a meeting on February 19 at the Fairmont Hotel. These districts include the counties of Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Lake, Marin, Mendocino, Napa, Solano, and Sonoma.

The combination of the first and second districts under one set of officers proved to be a successful innovation. The officers are Mary Barnby, librarian Alameda County Free Library, president; Edna Holroyd, librarian San Mateo County Free Library, vice president; Edith M. Coulter, University of California Library, secretary. The third district has for its officers: Clara B. Dills, Librarian Solano County Free Library, president; Leta L. Hutchinson, librarian Dixon Union High School Library District, secretary.

Miss Barnby presided at the meeting. Isabella M. Cooper, editor of the American Library Association Catalog 1926, told of the

Gregg Wins Sesqui-Centennial Medal of Honor



THE International Jury of Awards of the Sesqui-Centennial International Exposition, Philadelphia, has announced the award to The Gregg Publishing Company of the MEDAL OF HONOR—*the highest award made to any publisher.* The award is made in recognition of the company's publications in the "Field of Commercial Education."

This is the third international award received by The Gregg Publishing Company. First, a silver medal awarded by the Louisiana Purchase Exposition, St. Louis, 1904; second, the highest award—a Gold Medal of Honor—awarded by the Panama-Pacific International Exposition, San Francisco, 1915.

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trials, tribulations, and triumphs of compiling the catalog.

Jessie G. Van Cleve, specialist in children's literature at American Library Association headquarters, gave an interesting talk on the departments at headquarters and the function of each. Miss Cooper is now giving a course in book selection and Miss Van Cleve a course in children's work at the School of Librarianship, University of California.

Milton J. Ferguson, president of the California Library Association, taking the fiftieth anniversary of the American Library Association as a starting point, gave the audience a vision of future library development commensurate with opportunities for enlarged service.

A résumé of the bills affecting libraries that were introduced during the first session of the Legislature of 1927 was given by Harold L. Leupp, librarian University of California Library.

Professor B. H. Lehman, a very popular speaker from the University of California, was the attraction for the evening session.

Miss Barmby and Miss Dills were elected members of the nominating committee of the California Library Association. Plans were made for a second meeting of the first, second, and third districts at Asilomar in April.

Visits to Libraries

MILTON J. FERGUSON, State Librarian, recently visited the Alameda County Free Li-

brary, Berkeley Public Library, Oakland Public Library, and San Francisco Public Library. While in the Bay section he accepted an invitation to visit the Lafayette Elementary School Library in company with Fred M. Hunter, City Superintendent of Oakland schools; Arthur S. Gist of Seattle, editor of Year Book, National Department of Elementary School Principals; Mrs. Elizabeth S. Madison, supervisor Oakland public school libraries, and John B. Kaiser, librarian Oakland Public Library.

Under the supervision of Mrs. Madison the school libraries are growing into a system that will prove far-reaching in its effect upon the children. The basic idea is to develop the reading habit and to establish a connection between the children and the public library.

An idea that is being worked out is to pass on to the public libraries information concerning the reading age of each child borrower so that books adapted to the mental development of the child will be given to it by the librarian.

On February 2 Mrs. Faye K. Russell, librarian Glenn County Free Library, held a custodians' meeting at Willows. During the forenoon the custodians discussed matters of direct interest to the branches of the county library.

The Kiwanis Club took advantage of Mr. Ferguson's presence in Willows to have him speak at its noon luncheon. The outside speakers at the afternoon session of the cus-

todians' meeting were Mr. Ferguson, Miss Cornelia D. Provinces, librarian Sacramento County Free Library, and Samuel Levinson of the Book Store, Sacramento. The meeting was well attended and much interest was shown.

FRENCH summer courses are offered at the Sorbonne, Paris, France. H. Goy is director of the summer session. He will answer all inquiries and sends the following concerning the summer work for teachers: "The French summer courses are properly a short school whose organization includes: board and lodging in French families and pensions—theoretical studies of language and civilization—practical application of the instruction in conducted visits and tours. In short they intend to teach both French and France, taking wholly in charge the foreign visitors, caring for their intellectual and material welfare arranging their brief stay abroad for the maximum of pleasure and benefit with the minimum expenditure. They fix, before the students' departure from home, the whole amount of the expenditure; they present study, travel, lodging with unrivaled security."

MISS BERNICE IELMORINI has been appointed principal of the Vine Hill School in Santa Rosa, to take the place of Mrs. Georg Archibald, resigned, according to announcement from the office of Jerome Cross, Superintendent of Schools.

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EDUCATION INCLUDED IN SOCIAL CONFERENCE

THE CALIFORNIA Conference of Social Work, which will hold its nineteenth annual meeting in Oakland at the Hotel Leamington, May 1-5, under the leadership of its president, Doctor Alvin Powell, will include in its sections one devoted to education. The topic under discussion will be "Integration Between the Public Schools and Social Agencies."

The first education meeting will be held Monday afternoon, May 2. Speakers on the various educational programs will include: State Superintendent William John Cooper; Rudolph Lindquist, head of the research department of the Oakland schools; Doctor Elizabeth Woods, head of the research department of the Los Angeles schools; Doctor Virgil Dickson, head of the research department of the Berkeley public schools; Doctor Shepherd of the Metropolitan Life Insurance Company, formerly health officer of Berkeley; Miss Piekarski, who handles the visiting teacher problem; Doctor Herbert Stoltz, director of parent education in California; Ethel Richardson of the State Superintendent's office; Doctor Edna Bailey of the University of California.

EDUCATING 27,000,000

A TOTAL of 27,398,170 pupils were enrolled in schools of every variety in the United States during the past year, and instruction was given by approximately 1,000,000 teachers, according to the annual report of the Commissioner of Education recently submitted to the Secretary of the Interior.

Citing further statistics regarding public education, the report shows the annual outlay for schools, both public and private, reached a grand total of \$2,386,889,132, and the total value of school property was reported at \$6,462,531,367. Concerning school buildings, it is shown that there are 263,280 public elementary and high school buildings in the United States, of which number 157,034 are one-room schools. There are approximately 22,500 public high schools, 2500 private high schools, 89 teachers' colleges, 114 state normal schools, 29 city normal schools, about 67 private normal schools, 144 colleges and universities under public control, and 769 under private control.—*School Life*.

MEDAL AWARDED COMPTON'S

FOR THE FIRST time, an international jury of awards has given highest honors to an American encyclopedia. The medal of honor, the highest award accorded any children's encyclopedia or reference book, was awarded Compton's Pictured Encyclopedia by this distinguished body convening at the Philadelphia Sesquicentennial.

A new work—but five years old—in its first international exhibit, Compton's Pictured Encyclopedia won in competition with children's publications which were on the market even before Compton's had its inception. In its first supreme test of merit it rose to the highest award issued—the medal of honor. It was rated highest of all children's reference books by the supreme international jury of awards. A victory for American encyclopedias—a distinct honor for Compton's.

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ABOUT BOOKS

THE EARLY LIFE AND LETTERS OF LUTHER BURBANK, by Emma Burbank Beeson: Here is a book of intimate details concerning the life of one of the best-known scientists of this generation. The author is a sister of Luther Burbank, and her narrative of her great brother's life and work, her lending of personal letters and pictures, many being of great value because the originals are the only ones in existence, all combined, make a book thoroughly worth while. The introduction was written by David Starr Jordan. Each chapter, charming in itself, opens with a quotation from Luther Burbank. The book furnishes excellent material for silent reading and class discussion and may also be studied in connection with school gardening, special Arbor Day, or spring program plans. But no matter for what purpose the book is read, the interest value is so keen, the personal touch so charming, that the book will be treasured by all of those who love books, biographies, and glimpses into the lives of great people. (Harr Wagner Publishing Company, 149 New Montgomery Street, San Francisco. School edition \$1.50; library edition \$2.)

GROUP TESTS Made to Yield Individual Diagnosis, by Lillian J. Martin and Clare de

Gruchy: These experts, who are also authors of "Mental Training of the Pre-School Age Child," have gathered in this pamphlet some valuable material which goes beyond actual testing and ascertaining mental capacity. The authors believe that "what follows" is as important, if not more so. In the preface they state: "Naturally it is extremely important to be able to determine by scientific methods what the mental capacity of a subject is, but beyond this there is a world of knowledge to be gained through the tests which would present the person as an individual different from all other individuals, and suggest that form of mental therapy that would bring him to his highest efficiency." Two methods are given in this booklet, and teachers and mothers will welcome the practical aid offered. (Harr Wagner Publishing Company, 149 New Montgomery Street, San Francisco. Price 50 cents.)

A SOURCE BOOK IN AMERICAN HISTORY, by Percy E. Davidson of Stanford University and Elizabeth Chapman Davidson; foreword by Herbert E. Bolton, University of California: This book should be recognized by the progressive teachers of the intermediate grades as a valuable contribution. On every page may be found not only the authors' work but also the mark of the virile mind of the publisher, W. C. Doub, who is an author of texts that have had a distinct place in the schools. The source material is good. The historical narrative gives place to human documents and interpretations based upon factual material rather than on prejudice and personal opinions. The illustrations were especially selected for their historical value, not for their artistic or geographical value. This book should rouse into activity the faculties of the young student, so that the junior high school, the high school and college teacher will find children who have used this text of source material alert and open minded to research work as the permanent basis of a real education. The volume is well printed and attractively bound. (Doub & Co., 717 Market Street, San Francisco, Cal. Price \$1.50.)

SOUTH AMERICA, by Harold W. Fairbanks: Here is a book that was written twice before the author was satisfied with it. Having studied South America, and worked out its problems, the author had the manuscript ready for the publisher. Upon re-reading the material he did not feel entirely satisfied, and so, abandoning his book for the time being, he went to South America in order to study the country, people, and problems. This done, Doctor Fairbanks returned and wrote an entirely new text on South America! The problem method is followed, the material is new, vital, up to date. Most of the beautiful illustrations were chosen by the author himself, and they are reproduced in attractive colors. Living things and their relations to surrounding environment are emphasized, and a wide variety of problems which will stimulate the student and inspire him to close study of his geography are offered. Maps and charts keep the country in question vividly before the student's mind. (Harr Wagner Publishing Company, 149 New Montgomery Street, San Francisco. Price \$1.87.)

HOB O' THE MILL, by Grace T. Hallock and Julia Wade Abbot, illustrations by Emma Clark: This book has been prepared for use in the schools by the Quaker Oats Company, and though it was written for advertising purposes it broadcasts very valuable lessons,

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and it was written by acknowledged experts. The book, paper-bound, has both literary and health values. The stories are so interesting that it is easy to prophesy that children who have the opportunity will read the book until it falls to pieces. The illustrations by Emma Clark are colored and match the spirit of the stories. The poems are a delight. What child will not fall victim to:

Sing oats and wheat and corn,
All of an April morn,
Sing gentle rain to sprout the grain,
Sing sunlight keen to make it green,
Sing rain and sun for growth begun,
Sing oats and wheat and corn,
All of an April morn.

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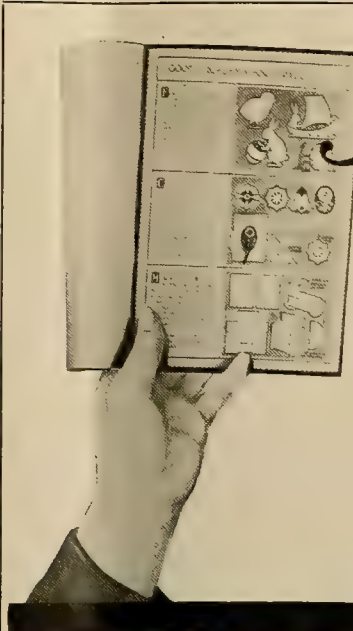
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APRIL, 1927



A desert sand dune. The above is used in Book VI of the *Modern School Readers*, Thompson and Wilson, to illustrate the story, "Nothing But Sand," by Roland Case Ross.

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VOL. XXXIII, No. 4

SAN FRANCISCO, APRIL, 1927

PRICE, 15 CENTS

THREE REASONS FOR MEMORIAL DAY

By RUTH THOMPSON

[THIS DIALOGUE may take place on a stage or in an ordinary schoolroom, with patriotic decorations and flowers used to impress the day of memory. Flags and red, white and blue bunting may be used. The flowers should be profuse and many of them white if possible. The flags at the time of each of the three periods—Civil War, Spanish-American War, and World War—may be the subject of discussion before the exercise begins. If it is possible for anyone to loan flags of these periods, it would be helpful and interesting and add much to the program. Any appropriate costumes may be worn. A study of the uniform and clothes of each period would form an excellent project. The children may add facts that they have discovered to this material and so correlate the lesson with history. However, the true significance and feeling of Memorial Day should not be minimized. It is not necessary to commit these passages to memory, but each thought should be grasped so that it is the speaker's own and so that he may be able to express it in his own words.]

CHARACTERS (may be boys or girls):

THE SPEAKER

BLUE

GRAY

FIRST CHILD

SECOND CHILD

CHORUS (any number of children)

SPEAKER: We have gathered here today to observe Memorial Day—to honor those who fought for their country and to express the respect and loyalty we feel for our honored dead. Every year we observe Memorial Day on May 30, a time when our country is enjoying the beautiful spring season. It is appropriate that at this season we should renew our faith in ourselves, our state, our nation, and turn our memories backward to those who fought for us, who nourished our land with their blood—and forward to those who are building on the gracious peace the foundation of which was laid by those whom we gather to honor today.

(Speaker bows to audience, steps in background. Enter two children, Blue and Gray, with clasped hands.)

BLUE: We represent the Civil War days when brother fought against brother, when the young nation was rent asunder upon the question of slavery. We are the Blue and the Gray. Today we are united *(hold out clasped hands for all to see)*; forgotten is the feeling that prompted the Civil War. *(Pauses.)*

(Chorus behind scenes sings softly and sweetly "The Blue and the Gray," by Francis Miles Finch.)

BLUE: We cannot mention the Civil War without thinking of our martyred President, Abraham Lincoln, of Civil War times. He gave his life for his country as truly as any soldier on the battlefield!

GRAY: How many songs wartime creates! It seems as if the spirit stirred by patriotic fervor has to have an outlet—and surely the soldiers need music to inspire them. How different it is to march to the strains of a band than it is to merely march in step, hearing nothing but the steady tramp of feet! I hear a song of the South now. *(Pauses.)*

(Song behind scenes by chorus, "Dixie.")

BLUE: The Northern or Union men had many rousing songs. Julia Ward Howe wrote the "Battle Hymn of the Republic" during the Civil War. She was inspired by a review of troops at Washington, D. C. There was a slight skirmish and when the Union men came out victorious and then marched away singing "John Brown's Body," it made a deep impression upon her mind. It was a few nights later, according to her own story, that the words of the "Battle Hymn of the Republic" literally forced themselves upon her, awakening her from a sound sleep at midnight. She arose, found a pencil and paper, and wrote the words of the song. It was enthusiastically received when published and today it is regarded as typical of the spirit of that time, as well as being one of the patriotic songs of our country.

(Song by chorus, "Battle Hymn of the Republic.")

BLUE: Another Northern song was "Marching Through Georgia." How the soldiers loved that song—and we love it today!

(Song by chorus, "Marching Through Georgia.")

GRAY: Such was the war spirit! I wonder how many people know that the first Memorial Day was observed on May 5, 1868. The day was set aside by Commander-in-Chief John A. Logan for the purpose of decorating the graves of the soldiers who died in defense of their country. The day was then called "Decoration Day." Now it is called "Memorial Day," and there are more than the Civil War heroes whose memory we honor.

(Blue and Gray step into background and stand by Speaker. Enter First Child and Second Child.)

FIRST CHILD: We represent the Spanish-American War. It took place in 1898 and lasted but 114 days. Spain was so weak, and in comparison this country was so strong, that it was like a lion fight-

ing a mouse. But the cruelty and unfairness of Spain to its little dependant Cuba, roused the people of the United States to its protection. The United States battleship *Maine* was blown up in the harbor of Havana. The *Maine* had been sent there by the government to protect American citizens in Cuba. Two hundred and sixty men on the ship were killed. This was the final act that drove Congress to declare war against Spain. The cry of the American people was "Remember the *Maine*!" Commodore George Dewey at this time was in command of a small squadron abroad. He sailed from China to the Philippine Islands, also owned and oppressed by Spain. Over dangerous, mine-strewn waters the gallant commodore sailed his fleet into the harbor of Manila. He destroyed the Spanish fleet with no loss of his men. He laid siege to Manila. He was one of the outstanding heroes of the Spanish-American War. Of course the Americans won the war, and little Cuba was given her independence. The United States undertook to protect the Philippines and other islands and later to give them their freedom; that is, when they are able to care for and govern themselves.

SECOND CHILD: Dewey's heroism at the Philippines is told in verse by William S. Lord. His poem resembles Joaquin Miller's "Columbus." (*Re-cites.*)

STEAM AHEAD*

In the black of night the captain said:
 "We are entering now Manila Bay."
 The commodore answered, "Steam ahead,
 And sign to the fleet to come this way."
 "We are nearing now," the captain said,
 "Waters the Spainards have filled with mines."
 The commodore answered, "Steam ahead!"
 And "Follow me," the signal shines.
 A flash from the shore and the boom of a gun;
 "From Corregidor," the *Raleigh* said.
 In the inky night the signals run
 As the commodore answered, "Steam ahead!"
 "A shot from Pulo Caballo fell
 Short by a hundred yards," so said
 The *Concord*, close to a bursting shell;
 "Save your powder and steam ahead!"
 "At the edge of dawn, under Cavité,
 Lies the Spanish fleet," the signal read,
 And still no order to "fire away";
 But only the answer, "Steam ahead!"
 The Spainards fought like fiends of hell;
 It was all for naught on that first of May;
 Their ships were sunk; their fortress fell;
 Our flag won fame in Manila Bay.
 So long as heroes are loved of men,
 So long of Dewey shall it be said:
 "No braver heart ever beat than when
 At Manila he answered, 'Steam ahead!'"

FIRST CHILD: Theodore Roosevelt was one of the heroes of the Spanish-American War, and so when we observe Memorial Day we should also think of him and honor his memory, though he did not die on the field of battle. But we should not confine our

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thoughts to well-known men. Many a nameless soldier went to an unknown hero's grave.

SPEAKER (*steps forth from the background where he has been standing quietly*): After the skirmishes of the Spanish-American War, in which the United States was victorious, there was a long period of peace for the United States—from 1898 to 1917. Our country then stepped gallantly into the World War to "make the world safe for democracy." It is figured that the dead numbered 13,000,000! This horrible loss is more than cause for our respectful observance of Memorial Day. This number includes both men and women, for many brave women lost their lives in the World War. We honor those women who were a part of the Red Cross and those of other organizations that served as faithfully. The World War was the tragic inspiration for many songs.

(*Speaker pauses. Chorus may sing any or several of the World War songs, "Keep the Home Fires Burning," "There's a Long, Long Trail," "It's a Long Way to Tipperary."*)

SPEAKER (*impressively, when music ceases*): We love and honor every person, living and dead, who has given service and truth to his country:

"For the youth they gave and the blood they gave
 We must render back the due;
 For every marked or nameless grave
 We must pay with a service true;
 Till the scales stand straight with even weight
 And the world is a world made new."

(*Members of chorus come from behind the scenes and all who took part in the exercise join heartily in singing "America."*)

*This selection is taken from "Many a Way for Memorial Day," Edited by Grace B. Faxon; published by Walter H. Baker Company, 41 Winter Street, Boston, Mass. Price 60 cents. See "About Books," page 18.

AMERICANIZATION PROGRAM OF NIGHT SCHOOLS OF DULUTH

By W. M. CULP

THREE MEN arrived in Duluth at 10:30 one Monday morning this last year. At 7:30 the evening of that same day they enrolled in a Duluth night school.

We know of no finer eulogy of the Duluth night school Americanization work than the significance of that simple statement. It denotes that the night school program of Duluth is one of real *service*. It shows that in previous years such helpful work has been done that a newcomer to Duluth from foreign lands has been made acquainted, by friends already here, of the best means of gaining knowledge of the language and customs in his new home.

The Americanization program of Duluth is different from that of most cities. It is a whole city program. It is not a program carried on by one small definite organization unaffiliated with the vital life agencies of the city. The Americanization program is a joint activity of the Chamber of Commerce, the service clubs, the social agencies, and the Board of Education.

The Superintendent of Schools, Leonard Young of Duluth, and James A. Starkweather, Assistant Superintendent and director of night schools, have been two of the men from Duluth's educational field who have seen the Americanization program in the entirety of its great social aspects, and as such have made the Duluth program a united city activity.

The problem of adult education is a very vital one in Duluth, for one-third of the population was born on foreign soil and a second third is only one generation removed from the old country. Twenty-seven or more nationalities make up the city's population.

In order to promote a unity of purpose and a feeling of brotherly understanding within its borders, the city has been organized into an effective Americanizing system for the native born and foreign born. The central force of the system is the Americanizing system for the native born and foreign born. The central force of the system is the Americanization committee of the Chamber of Commerce. This committee is composed of representatives from each of the civic organizations of the city. These organizations include both the women's and men's associations, such as the Business Women's Club and the Rotary Club. There are about sixty members in this central committee. The members are grouped into sub-committees with specific duties. Judge Bert Fesler is the president of this central committee. The committee cooperates closely with the public schools, its secretary, James A. Starkweather, being the Assistant Superintendent of Schools and director of night schools.

The chief value of the committee is to create and stimulate a desire in the public mind for effective Americanization work. To this end the committee employs a field worker who is paid from the Community Chest. This field worker is Mrs. Marion Grogan, who has her office in the Board of Education building and who does part of her work under the supervision of the director of night schools. Mrs. Grogan works with the city organizations in stimulating public interest in Americanization, but her main work is to encourage aliens to take out their citizenship papers. She makes personal calls on aliens and cooperates with employers in getting their employees interested in the naturalization classes. The Americanization committee has prepared a series of eighteen lessons for these classes.

The Duluth night school curriculum has as its aim the development of true American citizenship. It consists of four courses, each taking six months for completion. The first course is for beginners in English and contains local information and simple lessons in city, state, and national government. This course gives the foreigner enough English for his everyday needs.

The second course enlarges upon the first course and gives the student the ability to speak English fluently.

The third course consists of a study of English grammar and the history and constitution of the United States.

The fourth course contains much composition work, a review of English grammar, a study of American literature, a study of the speeches of American statesmen, and a very simple course in public speaking.

In addition to these four courses, as has been mentioned, is a short course of six weeks for those who wish to be naturalized. This course contains all the information necessary for the petitioners to know in order to pass the examination given by the federal examiner.

Spelling is stressed in all the courses except the naturalization course. A feature of the closing work of the year is the spelling contests. All subjects are taught from the adult point of view, and only the facts of the greatest worth to him as a citizen are considered.

History is taught around the lives of great men and women. The sufferings and struggles that the nation has endured to get political, educational, and religious freedom are taught in order that the stranger within our gates may understand the price already paid for national good.

The civic lessons teach not only how the machinery of the government is run but also why it is so run.



Above is the beautiful new Studio Court Building in Stanford University, Cal., designed by Pedro J. Lemos. Every line was worked out by him in cardboard model and each step of the construction personally supervised by him in order to insure the desired effect in every detail of line and color. Fascinating exterior color effects are obtained by the lavish use of the especially designed colored tiles made with Petroma. There are also nine individually designed doors and six fireplaces. The building has much of the Old World beauty and charm and has attracted widespread attention and interest—so much so, that, according to Mr. Lemos himself, it has furnished ample proof that design applied along any line makes an instant and universal appeal. The view above shows the doorway of the American Art Aid offices. The American Art Aid is a department created by the American Crayon Company for the benefit of art instructors. It furnishes advice, guides, and helps to supervisors and teachers of art free upon application.

The reading material includes that which inspires and encourages. The best of literature is given to the student as soon as he is able to read with ease.

The third and fourth courses attract many American-born adults who have not had an opportunity earlier in life to finish the eighth grade.

In charge of this work the Board of Education employs two all-time workers and thirty evening teachers. The night school course of study is unique in that half of the textbooks used in it were especially written by the night school teachers to meet Duluth's peculiar needs.

Perhaps the most vital part of the Duluth Americanization work is the social and program work carried on. For it is the friendliness shown to the foreigner in his first efforts to get acquainted with America and its ways that will make him a future valuable citizen.

This is the way that Duluth puts its ideas of citizenship training into operation: All the classes in a building are organized into one night school club. This club elects its own officers from the student body. They conduct their own meetings, coöperating with the teachers in giving school parties and programs.

The purposes of these clubs, as written into the minutes of one of them last year, are as follows:

- (1) To promote a feeling of good fellowship throughout the school by means of social gatherings.
- (2) To aid in the learning of the English language by means of programs given by the students themselves.
- (3) To learn parliamentary procedure, a necessity in this country where the government is controlled by the will of the people expressed through organization.
- (4) To develop a better understanding of American ideals and principles.
- (5) To create independence in thinking, thereby developing individuality.
- (6) To teach democratic coöperation.

These clubs meet once a week for thirty minutes for either singing or program work. The programs are put on by students, each room being responsible for one program.

Parties are held once a month, when the night school students invite in their friends. These parties occupy the whole evening. They consist of games, dancing, and refreshments. Sometimes they open with a short program.

This last year there were 1069 students in the Americanization classes, 666 of whom were men and 403 women. Of them 55 per cent were aliens and 15 per cent citizens.

Under the Americanization committee, graduates of the evening citizenship classes are given a banquet previous to receiving their citizenship papers. These banquets are sponsored by the various local organizations, such as the Kiwanis Club, Knights of Columbus, Rotary Club, the Business Women's Club, etc. Three banquets are held each year. March

31 of this year the Rotary Club of Duluth was the host. One hundred and fifty-seven graduates of the citizenship classes who had achieved a predetermined 100 per cent attendance record, were present. Four hundred people were at the banquet tables. Warner E. Whipple, chairman, and Mrs. James A. Starkweather, chairman of the ladies' committee, made the evening an event. Such gatherings as this make the Duluth Americanization program one of true worth.

H. G. CLEMENT, Superintendent of Redlands schools, has been victorious in a bond issue for \$375,000. The election was very close. The bonds were carried by six votes. The bond money is for an addition to the present junior high school plant and for the building of a high school auditorium seating from twelve to fifteen hundred.

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Superintendent of Schools, Cincinnati, Ohio

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

JOHN H. WALDRON, Superintendent of Colton grammar schools, is in the midst of a bond campaign for \$140,000. The money is to be used in the erection of a new junior high school and an elementary school in the Mexican quarter. The location of the new junior high school building will be that of the present intermediate school building, which is to be torn down. Overcrowding of the intermediate school and rise of school population in Colton has made the bond issue imperative.

E. E. SMITH, chosen Superintendent of Riverside County schools this last election, is a Hoosier. He came to California twenty years ago from Terre Haute, Ind. For seventeen years he taught in the Riverside schools, and when elected to the county superintendency was principal of the Irving School, Riverside. Riverside County is carrying on an extensive building program. Corona, Thermal, Ripley, Coachella, Indio, Palm, and Riverside all have building projects completed or contemplated.

MISS IDA M. COLLINS, Superintendent of San Bernardino County schools, has moved into commodious and pleasant quarters on the third floor of the new San Bernardino Courthouse. Miss Collins and the San Bernardino County Board of Education this year are undertaking a survey of the San Bernardino County school system. The intention is to get accurate data on the material and educational resources of the county, so that construction plans for the next five years can be drawn up. Where consolidations of present school systems seem advisable, they will be advocated.

A. N. WHELOCK, Superintendent of Riverside city schools, is in the midst of a big building program. A bond issue of \$1,300,000 is available for the construction of new buildings. Of this amount \$250,000 is for elementary schools, \$800,000 for junior high schools, and \$200,000 for additions to the junior college. Three new junior high schools are planned, one for twelve hundred pupils and two of six hundred capacity. The opening of one of the junior high schools is scheduled for next September. The junior high school locations are in key positions in the city and consist of fifteen, twenty, and twenty-two acres, respectively. Three completing units have been made to elementary schools and a new elementary school of thirteen rooms, auditorium, and kindergarten have been built. A new Mexican school of four rooms and basement has been planned. A gymnasium and cafeteria are to be added to the high school plant and another unit of recitation rooms and laboratories is provided for the junior college. The junior college also will have a new library and equipment next school term.

THE SPELLING contest carried on in the San Bernardino city schools recently was a great success. The contest was held under the auspices of the Los Angeles *Examiner*, and \$400 in prizes given. At preliminary trials, after the child winners

had been decided, other contests were held in which the students spelled against the parents present. Finals were held in two classes—pupils of grades four, five, and six were in one group and of grades seven, eight, nine, ten, eleven, and twelve in another. It was very interesting to note that among the five places in the upper group four of the winners came from the junior high school.

C. RAY HOLBROOK, Superintendent of San Bernardino city schools, is very much interested in the passage of a bill by the present State Legislature for the equalization of state school funds. House Bill No. 647 and Senate Bill No. 648 take up the issue. The question is very germane to San Bernardino because of the fact that most of the taxable property in San Bernardino is that of corporations, and consequently cannot be taxed by the city for school purposes.

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WILLARD E. GIVENS, SUPERINTENDENT

WILLARD E. GIVENS, who has been appointed Superintendent of the city schools of San Diego, to take the place of William John Cooper, who is now State Superintendent of Public Instruction, has had a wide and varied experience as an educator, as well as the patriotic experience of serving his country during the World War.



Willard E. Givens

Mr. Givens was educated in the public schools of Madison County, Ind. He spent one year at Butler College, Indianapolis, Ind., and then attended the Indiana University at Bloomington, Ind., graduating from that institution in 1913. Later he attended the Union Theological Seminary and Columbia University. He received his master's degree in political science in Columbia University. During the war Mr. Givens was stationed at Mare Island as an instructor in the

Officers' Training School, where he performed valuable work for the government.

The teaching experience of Mr. Givens is as follows: Three years in rural elementary schools, Indiana; two years as instructor and athletic coach in the Noblesville High School, Noblesville, Ind.; principal of the McKinley High School, Honolulu; principal of the Garfield Junior High School, Oakland, Cal.; principal of the Kamehameha School for Boys, Honolulu; Superintendent of Public Instruction for the Territory of Hawaii, 1923-1925; Assistant Superintendent of Schools, Oakland, until April 1, 1927, when he began his term of office as City Superintendent of the San Diego schools.

SAN JOAQUIN COUNCIL

A COUNTY council of school teachers was organized recently in Escalon at a meeting of teachers of the southern part of San Joaquin County. Officers were elected as follows: Harry Knopf, president; Mrs. Irene Lonkey, vice president; Raymond Salmon, secretary, and Mrs. Agnes M. Gold, treasurer; for members of county council, elementary, Mrs. Goldie Brennan; for high school, Miss Margaret Douglas.

Manteca was represented by Miss June Van Winkle, J. I. Thompson, Miss Margaret Douglas, Miss Lorraine Couch, Miss Elizabeth Whetstone, George I. Linn, Mrs. Nettie Toomey, Mrs. Edna Van Syckle, Miss Helen Gesellchen, Mrs. Mary C. Davis, Miss Anna Perrin, Miss Margaret Neylan, Miss Elizabeth Sneed, Miss Maxine Huber, Miss Josephine Driscoll, Mrs. Lavina Fulton, Mrs. Dorothy Foster, Mrs. Avis Buck, and Miss Dolores Ross.

STATE BOARD OF EDUCATION MEETS

THE QUARTERLY meeting of the State Board of Education was held at Sacramento, the week of April 4. Florence J. O'Brien presided.

Among the important transactions of the board was the adoption of "Human Geography" by J. Russell Smith, William Cairns Harper, representative, of the John C. Winston Company, for the seventh and eighth grades. The order to print was made and it is expected that the books will be ready for delivery by January 1, 1928.

The board also authorized the secretary to advertise for bids for language series to be opened at the July meeting.

The nominations of Superintendent William John Cooper of the presidents of the various teachers colleges were confirmed. This includes A. B. Anderson of the San Francisco State Teachers College, who has been acting president since the death of Doctor Frederic Burk; F. W. Thomas, who succeeds C. L. McLane of Fresno State Teachers College, resigned, and Professor McQuarrie of the University of Southern California for the San Jose State Teachers College.

The board also transacted a large amount of routine business.

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MRS. AGNES WEBER MEADE, SUPERINTENDENT

MRS. AGNES WEBER MEADE was elected County Superintendent of Schools in Yuba County, where she succeeded Miss Jennie Malaley. Mrs. Meade at the time of her election was a primary teacher in the Marysville school where Walter Kynock is Superintendent. She received her teacher training at the San Jose State Teachers College, taking additional work at several summer session courses of the University of California and also extension courses. Mrs. Meade was born in Yuba County and has spent most of her time there. She is thoroughly acquainted with school conditions and has been herself an eager and efficient teacher. She will undoubtedly bring enthusiasm and a high type of work to the Yuba County schools.



Mrs. Agnes Weber Meade

ROSEVILLE HIGH SCHOOL

By MORRIS WAGNER

THE ROSEVILLE High School completed in September a new auditorium and gymnasium combined. It is built on the side of a hill, affording a large basement in which are placed the showers and lockers and the cafeteria. A music-room is under the stage.

Students of the vocational carpentry department are building a new reinforced concrete science building, 28x72. Chemistry and physics classes will be held in this building. The graduating class, which has been in this department four years, is getting, in this way, unusually fine practical experience in concrete work.

The farm mechanics department, under E. J. Brady, and the carpentry class under H. G. McGrew, are putting in the electric wiring and plumbing. The vocational department has completed three bungalows which are rented to teachers and bring in a revenue to the district of \$90 per month.

The landscape gardening about the high school was done by the agriculture department under J. L. Fidler. All the shrubs are labeled so that choice can be made by the townspeople in selecting shrubbery for their own homes.

J. W. Hanson, principal of the Roseville School, reports a growth of from fifty to sixty students a year and a present enrollment of 435.

TEACHERS' EXAMINATIONS

THE UNITED STATES Civil Service Commission announces the following open competitive examination: Teachers of secondary English; normal school demonstration teachers, to fill vacancies in the Philippine service. Applications for teachers of secondary English and normal school demonstration teachers will be rated as received by the United States Civil Service Commission.

Applications for principal, normal training department, to fill a vacancy in the Indian service at Haskell Institute, Lawrence, Kan., and vacancies in positions requiring similar qualifications, must be on file with the Civil Service Commission, Washington, D. C., not later than April 30. The date for assembling of competitors will be stated on their admission cards and will be about ten days after the close of the receipt of application.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of United States civil service examiners at the postoffice or custom-house in any city.

BONDS for increasing the school facilities of Earlimart were voted recently. The present school building will be increased to a ten-room structure.

CHICO SUMMER SESSION

THE 1927 Mount Shasta summer session of the Chico State Teachers College will be held at the camp one mile north of Mount Shasta City from June 20 to July 29. Some of the instructors will include: Doctor Virgil Dickson, Doctor W. H. Hughes, John Wilkie, and Miss Laura Dean. Method courses in music, art, and physical education will be offered. Other courses will include band, orchestra, art, English, Spanish, French, biology, geography, geology, physical education, government and hygiene. Many trips will be enjoyed by the students, as usual. One trip that is always enjoyed is the hike up Mount Shasta. C. M. Osenbaugh is president of the college.

KINGS COUNTY COUNCIL

A CONFERENCE of the council representing the professional study groups of the Kings County teachers was held recently in the jury room at the courthouse. These representatives were elected by the groups.

In this council Charles Furby represented the Armona School; Miss Josephine Smith, Corcoran; Mrs. Mary Burr, Delta View, Cross Creek, Rustic, and Eucalyptus; Mrs. Jennie Trehwitt, Frazier, Lakeside, Dallas, New Home, and Youd; Weir Smith, Stratford, Jacobs, Mussel Slough; Bethel Mellor, Island, San Jose, Crescent; Mrs. Ora Rea, Kings River, Lucerne, Excelsior, Wayne, Oakvale; O. A. Roush, Hardwick and Grangeville; T. C. Allen, Lemoore; Mrs. Dorothy Hamilton, Mrs. Marguerite Vanderburgh, and Mrs. Marguerite Reynolds represented the Hanford elementary schools.

H. A. Sessions, field assistant superintendent, was elected chairman, and Mrs. Trehwitt secretary. Charles Furby, Mrs. Burr, and Mrs. Hamilton were appointed a committee to formulate a constitution to be presented at the next meeting, which will be held at 4:30 in the afternoon of April 20 at the courthouse.

Following the instructions in a resolution, the council mem-

bers will ask the groups to study the changes which they think are advisable in the county course of study, and their conclusions will be brought to the next meeting of the council, when it is expected that committees will be chosen to present reports to the County Board of Education.

One of the questions considered was the possibility of arranging the course in such a way as to allow all pupils to proceed as rapidly as their abilities would permit, without forcing the slower-learning groups beyond their capacities. Some plan whereby all pupils will succeed in the tasks placed before them seemed desirable.

WILLIAM F. EWING GOES TO OAKLAND

WILLIAM F. EWING, principal of the Pasadena High School and Junior College, will leave Pasadena the end of the school year to be assistant superintendent of the Oakland schools. During a seven-year stay at Pasadena, Mr. Ewing has made the Pasadena High School and Junior College stand out as a foremost educational institution in the United States. Mr. Ewing's plan of a 6-4-4 form of school organization has received much favorable comment. Next year the Pasadena High School will enroll just the eleventh and twelfth years of the high school and the two years of the junior college. When law makes it possible, the Pasadena school system will probably adopt the 6-4-4 plan.

WILL C. WOOD, State Bank Commissioner, was the speaker of the evening at the dedication of the new Woodrow Wilson High School in Long Beach.

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APRIL, 1927

No. 4

NEWS AND COMMENTS

By HARR WAGNER

THE CALIFORNIA School Masters Club has reorganized. It has a new constitution, and John C. McGlade is president. The meeting Saturday evening, April 2, at the Clift Hotel, presided over by Doctor James C. DeVoss, was largely attended and much interest was shown.

The speeches of William John Cooper on "Educational Leadership" and "Legislation Now Pending" were informational and inspiring. Mr. Cooper is not a great orator, but he reaches and holds his audience. There are few men who could deliver two speeches with a widely different approach in one evening, to the same audience, and hold the tense interest of an after-dinner crowd. Mr. Cooper, in his philosophy of life, believes in "personality" (the gift of the Gods) plus the university training and cultural environment as the outstanding requisite of leadership. His educational attitude is progressive, but not too aggressive. Obstacles may be used to advantage and a defeat here and there may lead to greater victories. The large audience of men enjoyed his intimate moralizings on life and its meanings. Mr. Cooper told his audience confidentially that he would rather be the leader of an orchestra, like Alfred Hertz, than to be a state official.

GEORGE C. JENSEN, who is rendering special service to the teachers of California through the research bureau of the C. T. A., gave a clear, definite, and fundamentally sound talk on "Research" at the Sequoia Club recently. He placed special emphasis on types of people, organizations, and individuals who had pre-conceived ideas, and he stressed the necessity of open minds. His philosophy would lead us over the high walls of intolerance back to truth and perhaps over all convention-made law, even the Law of Moses, to natural law. After all, in terms not of social efficiency, but of life, the truth will never be discovered except through research, where the quest is based on natural law.

HELEN HEFFERNAN has issued the bimonthly California Exchange Bulletin in Rural Education for March. The large, clear type, the current value of the content, etc., make this an outstanding state document. The advisory editorial committee is as follows: William John Cooper, State Superintendent of Public Instruction, chairman; Miss Ada York, Superintendent of Schools of San Diego County; L. E. Chenoweth, Superintendent of Schools of Kern County; George Berry, Superintendent of Schools of Butte County; Doctor Harvey L. Eby, University of California, Southern Branch, Los Angeles; Doctor John Guy Fowlkes, University of California, Berkeley; Doctor John C. Almack, Stanford University; Mrs. Ethel Saxon Ward, Supervisor of Rural Schools of Shasta County, Redding; Miss Grace I. Atchinson, Supervisor of Rural Schools, Contra Costa County, Martinez; Miss Beulah Hartman, Supervisor of Rural Schools, San Bernardino County; I. S. Upjohn, Assistant Superintendent of Schools, Los An-

geles County; Miss Helen Heffernan, State Commissioner of Elementary Schools, Sacramento, editor.

Sam H. Cohn has an excellent article entitled "An Appreciation of Will C. Wood." His quotation "No man is a hero to his valet" needs more elucidation. We all appreciate the personal and intimate touch Mr. Cohn gives to his acquaintance with the "tall blonde young man" and his tribute to service.

Miss Heffernan, in her article on Cooper, makes it a classic of its kind:

Only in California—rich in resources and men—could a Superintendent of the caliber of Will C. Wood find a successor who possessed the potential possibilities for state educational leadership equal to our new Superintendent, William John Cooper.

We who are seeking to equalize educational opportunity for the children of the open country are fortunate indeed that Superintendent Wood, under whose administration favorable legislation was obtained providing adequate financial support and professional supervision of instruction for rural schools, can be succeeded by one who has already established in California a reputation for efficiency and progress.

Superintendent William John Cooper, in addressing the Department of Superintendence of the National Education Association at Dallas, on March 2, said: "The school exists to provide stimuli for, and afford direction to, the development of children. The chief concern of the teacher is children. The chief concern of the administrator is to have teaching take place under the most favorable conditions." And again:

"Two principles should govern the Superintendent's policies. They are: First, keep the machinery of administration subordinate in importance to the teaching process. Never forget that it exists to make good teaching and real learning (in its broadest sense) possible and effective. Second, keep the administration democratic; that is, keep it in touch with those who are in daily contact with those for whom the school exists and let them help create and constantly rebuild the necessary administrative machinery."

The next progressive steps in education, the next needed researches are in the field of teacher-training, in the learning process, and in classroom procedure. These are indicated as basic principles in Superintendent Cooper's program. The need is apparent. It is well that he has been called to the kingdom for such a time as this.

THE SWOPE 1927 Summer School for Teachers holds two sessions. The northern session is held at Santa Cruz in the High School Building, from June 27 to July 15. The southern session is held at Long Beach in the George Washington Building, Eighth Street and American Avenue, from July 25 to August 12. The school has the approval of the State Board of Credentials and the State Board of Education. "Applicants for state board credentials of kindergarten, primary, elementary, and junior high school grade, or for the renewal thereof, may offer three semester hours of teacher-training work completed in the Swope Summer School."

Two of the most noted women educators in the West will be on the faculty: Madilene Veverka, B. S. and M. A.—Primary education, showing the growth and development and early education of the child, Americanization and story telling; supervisor of kindergarten and primary grades in the Los Angeles city schools; Pd. B. and Pd. M., Colorado Teachers College; studied in Chicago University; B. S. and M. A., and the special diploma in rural supervision, Teachers College, Columbia, New York City. Miss Veverka is nationally known. She has had a wide experience, having taught in rural and city schools, was County Superintendent; instructor in teacher-training institutions and university summer schools; member of extension faculty of the University of California, Southern Branch, and University of Southern California. The other is Helen Heffernan, B. A. and M. A.—Rural education; State Commissioner of Elementary Schools, California; graduate, College of Education, University of Nevada; B. A. and M. A., University of California, Berkeley; Rural Supervisor, Kings County, Cal.; extension instructor, Fresno State Teachers College.

F. W. HART and L. H. Peterson, department of education, University of California, have recently completed "A Survey of the Educational Program Organization and Administration School Finances and School Housings of Vallejo, California." The report covers over one hundred pages. It is one of the most

valuable reports yet made on a city the size of Vallejo. There is much interesting reading in its pages, and it shows that Superintendent Elmer E. Cave has succeeded in establishing an educational program in which place, conditions, and opportunity are studied carefully. We expect in the near future to give in detail some of the "high spots" of Cave's educational program.

THERE IS MUCH complaint on account of the "Away from office" calls for various school officials. A superintendent, school supervisor, or state official must have robust health and enjoy tourist privileges in order to comply pleasantly with the demands for speeches for conventions, associations, meetings, and clubs. State officials and city officials serve not only the state, but the nation, in their oratorical tours. State and city school officials will soon have to arrange tours, à la Cook, unless speech-making and conventions be placed under a separate commission.

SUPERINTENDENT JOSEPH GWINN of San Francisco is attending the meeting of the National Committee on Curricula Making in Washington, D. C.

THE SAN FRANCISCO Teachers Association, John F. Brady, president, and Frances Mooney, secretary, gave a luncheon in honor of Superintendent Gwinn's reelection as City Superintendent and his election to the presidency of the N.E.A. Department of Superintendence, at Dallas. There were about six hundred people present. A. E. Esberg, J. M. Gwinn, and John Brady delivered speeches.

THE NEXT MEETING of the N.E.A. Department of Superintendence will be held in Boston the latter part of March. The N.E.A. summer meeting will be held in Seattle. Great preparations are being made for this meeting.

School Textbooks

BULLETIN NO. 22 of the Department of the Interior, Washington, D. C., has this to say about adoptions and use of textbooks:

Textbooks play an important part in the elementary and secondary schools of the United States. In almost all subjects teachers and pupils depend on them not only for facts, but for order of presentation. The adoption of textbooks for use in any school or system of schools is, therefore, important in determining courses of study and methods practiced in those schools not carefully supervised.

State Uniformity.—The importance of the selection of textbooks has been recognized by legislative action regulating it in some degree in all the states. In some states a uniform list has been adopted for the whole state. In others there is uniformity through county adoptions. In others the selection of texts rests with the local school unit. Two states, California and Kansas, print textbooks. Four states lend them to school districts, which in turn lend them to pupils, retaining them as state property. At the present time twenty-six states have state-wide uniform systems of adoption, five have county adoption, while in the remaining seventeen the textbooks are selected by the local school unit. Of the states having state-wide uniformity, eleven provide for selection of textbooks by the state boards of education, and the others by special textbook commissions usually appointed by the Governor. The tendency to charge the State Board of Education with the function of selecting textbooks seems to be growing in favor. Selection should be made by or with the advice of professionally trained persons, including teachers, supervisors, and superintendents, and recommendations made solely on the merits of the books without regard to price or other consideration.

There is a growing feeling that when state uniformity is provided, the list of books approved should make provision for a liberal supplementary list, permitting local authorities to exercise a good deal of freedom of choice.

MELVIN NEEL, Rural Supervisor of Los Angeles County, has been reelected to the Board of Education of Long Beach. Mr. Neel's knowledge of schools and common-sense views makes him a very valuable member of Superintendent Stephens's official cabinet. The Long Beach schools are certainly progressive and well conducted. Much credit for efficiency in administration is due to Mr. Neel's hearty cooperation with Superintendent Stephens.

SUPERINTENDENT HEPNER of Fresno is a young man. We were therefore surprised at the significance of this old-age, mental-*virility*, publicity in Hepner's Bulletin No. 23, Series No. 4:

"Who's Old and When?" Izaak Walton wrote the fisherman's bible at 90; Peter the Great was old when he made Russia great; Hugo wrote five books between 75 and 80; Irving wrote his "Life of Washington" at 80; Goethe finished "Faust" at 80; Confucius was over 70 when he formulated his message; Columbus was over 60 when he discovered America. . . . The "getting-old" or "they-think-me-old" complex is costly to education.

Silent reading suggestion: Study the above lines to get the idea of the following: We are retiring good teachers when they are at their best, as far as wisdom and understanding is concerned, and poor teachers should not be given credentials at any time, or age, by institutions and boards of education. It will take another twenty years to teach administrators that

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institutions may raise the standards of certification, but it requires personality and natural fitness to be a good teacher. If physical health is good, birthday anniversaries lose a certain amount of significance.

CITIZENS of Santa Rosa have approved the formation of a junior college. The issue was an intense one, and owing to the work of an earnest group was put over by a majority of twenty to one. Jerome O. Cross is City Superintendent of Schools.

THE SACRAMENTO City School Board has voted for the completion of organization of junior traffic reserves in Sacramento city schools. Organization of the reserve unit at the high school is practically completed, according to Superintendent C. C. Hughes. The new reserves will be organized in the more congested districts of the city first.

A. H. GODDARD has been associated with Mr. Scott of Scott, Foresman & Co., in the promotion of their books on the Pacific Coast, since the first of last May. Mr. Goddard is a graduate of the University of Washington, and in 1912 took his degree in the Columbia law department. For a while Mr. Goddard was in the research department at Columbia, and then was employed as a purchasing agent in New York. With a wealth of business experience back of him, Mr. Goddard is making a great success of the book business.

PLANS FOR one of the finest elementary schools in California are being drawn for the new Thomas Jefferson School in San Bernardino. The San Bernardino Board of Education recently

sold the oldest school site in San Bernardino, occupied since 1849, for \$125,000. With this money they will purchase a site twice as large and erect a building.

J. R. SHAW, who for several years was head of the science department of the Memorial Junior High School, San Diego, has charge of the general science work in the Franklin High School, Los Angeles.

THE MEMBERS of the classes of the printing department of the Polytechnic High School, Long Beach, under the direction of Instructors R. R. Lynn and D. B. Kendall, have printed five thousand copies of a very attractive booklet on "The Public Schools of Long Beach, California." Excellent cuts of the various buildings and writeups concerning the various school units are included. The pamphlet is sent out to anyone desirous of getting a close-up view of the Long Beach system.

C. RAY HOLBROOK, Superintendent of San Bernardino city schools, has been in the new Board of Education offices on the Sturgis Junior High School grounds since July 1 of last year. The building is a two-story structure. The first floor is used for the storage of books and supplies. On the second floor are the administration offices, department of child welfare, Board of Education room, and art and penmanship supervisors' rooms.

DOCTOR F. W. HART of the University of California gave an address in San Diego on the rating of school buildings at the trustees' institute held by Miss Ada York, County Superintendent of San Diego schools, on January 17.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

ONE OF the new schools in Gilroy has been named after a local educator and pioneer teacher—Sarah M. Severance. Miss Severance is now ninety years of age and lives in San Jose. Other schools in Gilroy named after educators include the David Starr Jordan School and the Charles W. Elliott School.

WALTER R. HEPNER, Superintendent of the Fresno city schools, has returned to Fresno from Dallas, Texas, where he attended the fifty-seventh annual meeting of the department of superintendence of the National Education Association. Educators and citizens of Fresno were interested in the report of the meeting that Hepner had to give upon his return.

PRACTICAL demonstrations and talks were featured at the recent sectional meeting of the rural school teachers of Tulare County when the meeting was held recently in Visalia. J. E. Buckman, County Superintendent of Schools, presided. Some of those who took part in the program were: Mrs. Joye Fry Bennett, Orsi; Mrs. Cora Keagle, Pixley; Mrs. Florence R. Scott, East Lynne; Miss Marjorie Wann, Sunnyside district; Miss Frances Engvall, Kings River.

CONSOLIDATION of one-teacher schools and an increase of salaries for elementary school teachers in Kern County was recommended to approximately one hundred school trustees who attended the trustees' institute held in Bakersfield in March. L. E. Chenoweth is County

Superintendent of Schools of Kern County. The speakers on the program included W. E. Morgan of the state school office; Mark Koppel, Los Angeles County Superintendent of Schools, and C. W. Edwards, Superintendent of Fresno County Schools.

A QUARTER of a million dollar educational construction program is being carried on in Santa Barbara County, where A. S. Pope is Superintendent. The Vista Del Mar district has recently passed favorably upon a \$19,000 bond issue; Summerland district is spending \$17,000; Goleta Union High School, \$85,000; Hope school district, \$36,000. The \$26,000 Cold Spring school has recently been completed. An election will be held in the Lompoc district in the near future.

A DISTRICT conference of agriculture teachers was held in Lodi recently, with thirty-seven instructors in attendance. President Robert Hedgespeth of Corning presided. Visitors were welcomed to the meetings by the principal of the high school, William Inch. The speakers included William Morrison, Marysville; Julian McPhee, state supervisor; Verne Hoffman, Lodi, and Herman Diekman, Lodi. The next meeting of the Sacramento Valley Agricultural Teachers Association will be held at Willows.



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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

School of Librarianship

THE School of Librarianship of the University of California prepares students for all phases of library work. In the following article, contributed by Miss Della J. Sisler and Miss Edith M. Coulter, assistant professors of library science in the School of Librarianship, the secondary school library situation in California has been stressed. It gives invaluable information to educators seeking to raise the standard of school libraries:

The School of Librarianship of the University of California has recently completed a survey of the library situation in the secondary schools of the state. The statistics compiled are based on reports from 147 junior and senior high schools and the junior colleges, having three hundred or more students, and reveal the fact that there is a real need for adequately trained school librarians in the state. The libraries of a high percentage of the schools reporting are either in charge of teachers without library school training or in charge of librarians with little or no library school training. Twelve schools, with an enrollment of more than three hundred, have no organized library.

To meet this need, the School of Librarianship is planning to accept a larger number of first-year students for the academic year 1927-28, and will provide instruction in school library administration, under the direction of a specialist in that field, for all students preparing for school library work. On the completion of this one-year course and the required courses in the School of Education, students are eligible to receive the special certificate in librarianship issued by the California State Board of Education. It is further planned to offer a second-year course, leading to a higher degree, for those who wish to qualify for special library work and for the administration of junior college libraries and those connected with institutions of higher learning.

For many years the new junior colleges in California will be handicapped by limited book collections in comparison with the resources of the universities. It is imperative that junior college libraries be built up and administered by librarians who have a wide knowledge of books, a vision of the importance of the library in education, and experience in the administration of college libraries.

The courses in the School of Librarianship are open only to graduate students with the Bachelor of Arts degree from the University of California, or its equivalent from another university or college. No special undergraduate requirements are made. As a good general education is the essential basis for library work, all prospective students are advised to elect general courses in literature, in the history of the United States and of England, and of both ancient and modern Europe, and to take the more general courses in political science, economics, and philosophy; and in science the preference should be given to biology, physics, and chemistry. Prospective students are also advised to acquire a good reading knowledge of two foreign languages, preferably French and German. The director of the school will be glad to advise with students in regard to undergraduate study.

The courses now offered in the first year, in addition to the administration of school libraries, provide for instruction in cataloguing, classification, reference books, book buying, book arts, selection of books, including children's literature, and the administration of county and municipal libraries. The work is planned to occupy a student's whole time, and no one should enter into engagements for outside work without the permission of the director. The school is not planning to offer instruction by correspondence, and at present there are no plans for courses during the summer session.

It may be of interest to know that the School

of Librarianship of the University of California has been accredited as a graduate library school by the Board of Education for librarianship of the American Library Association, and is the only library school in the West giving instruction on a graduate basis. It is also a member of the Association of American Library Schools. The close association with the University Library, the University of High School, the Berkeley Public Library, the Alameda County Free Library, and the proximity of the School of Education of the university, offer the School of Librarianship an excellent opportunity to develop a professional school of high rank.

Sacramento Junior College Library

MISS MARGARET EASTMAN, librarian of the Sacramento Junior College Library, has recounted most entertainingly the starting and developing of a library for that institution in the following narrative:

The first step in the separation of the Sacramento junior college from the high school was taken in September, 1922, when it moved into the new high school building. As the high school was not to move until the following year, the library found itself provided with a pleasant reading-room furnished with tables and chairs, but no books except three dictionaries which had crept in with the furniture.

Then an appeal went out for help, and generous was the response. A student with his Ford brought books each day from the state library, the city library, and the high school, and in a few days all who came might read. Books were on the way, however, and soon began to arrive. Before the end of the year twelve hundred volumes had been accessioned, classified, and placed on shelves properly constructed along the walls. The list of borrowed volumes numbered 1650.

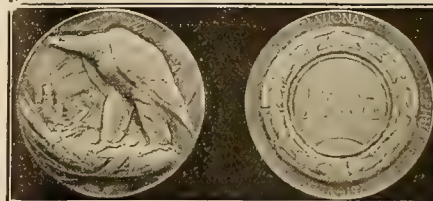
The following year the college was organized as a separate institution under the leadership of J. B. Lillard, as president. Development has progressed rapidly, with the addition of new subjects in the courses of study, new names to the faculty each year, and an increased enrollment from 181 to 610 regular students. The library is very little used by the extra-hour or special students, who number about three hundred.

Last June the college moved into its own group of buildings erected on its own tract of sixty acres, practically in the country, but within the city limits. Space for the library consists of three rooms, two of them reading-rooms of good size, and a workroom on the east side of the administration building. The accessions number 5500 books, one hundred maps and charts, and subscriptions to thirty-five magazines.

Funds for the purchase of books, about \$3500 each year, are apportioned according to requirements in the different courses of study and selections made by instructors. Some books are for the pure joy of reading—"The First Fortyniner," "The Real Story of the Pirate," "The Ring of the Nibelung," with illustrations by Rackham, and "The World's Best Short Stories."

The resources of the library grow in material of its own, yet the borrowing habit has persisted, and to borrow is counted a blessed privilege. The wealth of material available at the state library here in our midst may be appreciated only where demands are so many and so various. Rare and out-of-print books, never otherwise to come within their reach, may be seen and read by junior college students—"Voyages of the Norsemen" for a student in American history; a volume of the "Collected Works of Alfred the Great"; facsimile first editions of Walton's "Angler," or of "The Old Yellow Book" for a student of English literature; a rare and costly folio on ferns, with colored plates, for a student of botany; a dozen books, with illustrations, on

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Fifth District Meeting

THE FIFTH district of the California Library Association comprises Alpine, Amador, Calaveras, El Dorado, Mono, Nevada, Placer, Sacramento, San Joaquin, and Yolo counties. Its annual meeting was held March 12 at the Women's Clubhouse in Lodi. The president, Miss Bertha S. Taylor, librarian of Amador County Library, and the secretary, Miss Amy L. Boynton, librarian of the Lodi Public Library, had prepared a program of unusual interest.

The large gathering of visitors was welcomed by W. H. Thompson, president of the board of trustees of the Lodi Public Library.

Doctor Tully C. Knoles, president of the College of the Pacific, gave an intensely interesting talk on "Whither Russia." He stated that Russia is a country of contradictions, and gave many illustrations to prove his assertion.

An excellent luncheon was served at Hotel Lodi. During the noon intermission music was furnished by an orchestra under the leadership of Mrs. Helen A. Botts of the Lodi Public Library staff. She also added greatly to the pleasure of the afternoon session by singing a group of songs.

During the afternoon session Miss Bertha Taylor was unanimously elected to represent the fifth district on the nominating committee of the California Library Association, and Miss Amy Boynton was elected alternate.

Milton J. Ferguson, State Librarian and president of the California Library Association, told of plans for the joint meeting of the California Library Association and Pacific Northwest Library Association to be held at Gearhart, Ore., June 13 to 15 of this year.

As the fifth district is in the Mother Lode section, it was especially fitting that the topic, "The Mother Lode," should dominate the afternoon program. Miss Eudora Garoutte, head of the California Department of the State Library, sketched the early history of mining in California. She paid high tribute to the miners and those who blazed the way for the Californians of today. In conclusion she related most feelingly Bret Harte's story, "How Santa Claus Came to Simpson's Bar."

Mrs. J. L. Sargent of Jackson, who is writing a history of Amador County, and Mrs. Henry Warrington of Sutter Creek captivated the audience with the stories they told of the early history of Amador County and "The Mother Lode."

Hillard E. Welch, grand president of the Native Sons of the Golden West, told of the

organization of the order in 1875 and its efforts to perpetuate the memories of early days in California.

During intermissions much attention was given to a most interesting display of California relics. At the close of the session maps of the Bret Harte country and the Mother Lode Highway were distributed. These maps were furnished by the chambers of commerce of Stockton and Jackson.

FRESNO TEACHER'S DEVICES

ONE OF THE teachers in the San Joaquin Valley School who is doing interesting and original work in her primary class in the Fresno city schools is Mrs. Cleone Brown. She has recently completed a set of cards for the children to match. On each card is a picture, beneath it is the printed word, and on the reverse side the printed word again appears. Some of the words used are: boy, jump (stick figures are used to show the action words), house, dog, girl, kitty, cat, tree, run. The pictures aid the child when he is learning the word. When he thinks he has mastered the word he reverses the cards and matches the words without the use of the picture. Mrs. Brown has a number of other projects and devices which she is using successfully in the schoolroom.

THE COLUMBIA THEATER

THE Columbia Theater on Eddy Street, near Market, San Francisco, under the direction of Gottlob, Erlanger & Co., furnishes a class of attractions that appeal to men and women who are interested in the interpretation of dramatic literature.

"The Arabian" and "Sun Up," recently presented, are types of plays produced. "Trelawny of the Wells" with John Drew, Mrs. Whiffen, and other stars, is booked for the near future.

There is a dependableness about Columbia. J. J. Gottlob, who has been at the head of the Columbia Theater management since the early nineties, has high standards in dramatics and a financial integrity that is seldom

equaled, either in theatrical or banking circles. In his career in San Francisco he has been the outstanding figure in the management of the Bush Street, the California, the Baldwin, the Van Ness, and the Columbia. Gottlob himself has become an institution in San Francisco, and when dramatic history is written of the city by the Golden Gate his name will lead all the rest. He has been identified with a large percentage of all the big dramatic productions in San Francisco during the past forty years.

The production of "Trelawny of the Wells" will be one of the outstanding events of the year, and all the old Columbia patrons will rally to give John Drew and the company a real San Francisco welcome.



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VALLEY SUPERVISORS MEET

A VERY enthusiastic meeting of the San Joaquin Valley Rural Supervisors Association of the Central Section of the C. T. A. was held at Visalia, Friday, March 11. Under the management of the program committee, Miss Esta Aulman, chairman, a delicious Spanish luncheon was served to forty members and guests. Speeches, songs, and amusing stories of personal experiences interspersed the courses of the menu.

At 2 p. m. the supervisors met in the American Legion Hall. The reports of research committees were given and generally discussed. Miss Helen Heffernan, Commissioner of Elementary Schools of California, distributed some very helpful and interesting bulletins from the state office.

The committee on constitution and by-laws reported, and after some minor details were changed the constitution and by-laws were adopted.

The meeting adjourned to meet in Fresno, May 13, for further discussion and plans relative to a state curriculum.

C. N. THOMAS, *Secretary.*

EXHIBIT OF NATIVE FLORA

THE THIRTEENTH annual state exhibit of California's native flowers and shrubs will be held at the Vendome Hotel in San Jose on April 19 and 20, under the auspices of the Wild Flower Conservation League, directed by Mrs. Bertha M. Rice of Saratoga and Mrs. Roxana Ferris of the botany department of Stanford University.

National Wild Flower Protection Day, now celebrated annually on April 24 in the schools throughout America and Canada, is an outgrowth of the first state exhibit of California wild flowers held under the direction of Mrs. Bertha Rice at the Panama-Pacific International Exposition on April 24, 1915.

California bird and wild flower conservation clubs, numbering over two thousand members, have recently been organized in Santa Clara County.

EDUCATIONAL AIDS OFFERED

THE International Silver Company, Bridgeport, Conn., has inaugurated an educational division of its home bureau. This department will, upon request, send any teacher two complete files or courses with a demonstration plaque to which is attached five actual spoon blanks showing the five steps in the process of manufacture of its inlaid and plated spoon. There is also a bird's-eye view of "A Trip Through a Silverware Factory." How to plan for any one of the six principal eating occasions and how to set a table and serve a meal are included in the series. Both teachers and pupils may obtain material by writing to this company. Domestic science and home-making classes will find the material most suitable for its purposes, according to the International Silver Company.

SIX THOUSAND children joined in the song fest which was a feature of the patriotic program in observance of the birthday of Abraham Lincoln, in San Francisco last February. The program was under the direction of the Citizens Committee, headed by the Mayor and supported by leading organizations of the city. Estelle Carpenter, director of music, San Francisco School Department, conducted the music.

"YOU MIGHT TELL HER A STORY"

IT WAS a rainy afternoon in March. My friend Betty Thomas was visiting me for a few days. Just as we were pouring tea for an afternoon lunch the bell rang. I jumped up and answered it. Our next-door neighbor, Mrs. Harrington, wished to know if I would take care of her little daughter for the afternoon.

"I'm going downtown for an hour or so," she said, "and I hate to leave Anne with my hired girl. The girl pays no attention to her. The last time I left Anne with her, Anne swallowed a button."

I promised to let nothing like that happen, so Mrs. Harrington left Anne with me.

No sooner had she closed the door than Anne asked, "Where Mama?"

"Mama's gone to the store," I answered.

Anne looked up at me, and then at Betty, and wrinkled up her nose.

"I want my Mama," she cried.

I picked her up and took her in the parlor. There Betty and I tried every way we could think of to stop her crying. Finally Betty suggested something new.

"You might tell her a story," she said.

"I don't want no story," wailed Anne.

But it was too brilliant a suggestion to be dropped without a trial.

"Once upon a time," said I, "there was a little—little—" I stopped because I had no plan for a story in my head. But Betty helped me.

"Bear," she said.

"One day the little bear got lost," I continued.

To my great surprise, Anne stopped crying.

I don't remember exactly what the little bear did, but I do remember it held Anne's attention completely until her mother arrived.

Mrs. Harrington thanked both Betty and me very much for taking care of her daughter, and just as she was leaving the house Anne said, "I come over tomorrow and hear more 'bout little bear."

Betty and I laughed and said, "Do come over. We will love to have you."

The composition printed above is exactly as written by a twelve-year-old shut-in girl who previously had hated such work and who was not able to write anything without great effort. She picked out her own subject from Ball's "Building With Words," published by Ginn & Co., developed it in her own way, and wrote her composition without assistance except from the book. Her mother, who had despaired of her work, said that Ball's "Building With Words" had lubricated the child's brain and released her tongue. Teachers wishing to have their pupils' "brains lubricated and tongues released" please write to Ginn & Co., 45 Second Street, San Francisco, who will send you the whole story.

J. L. SLOANE, principal of the grammar school at Morgan Hill, has introduced many innovations in the Morgan Hill school system since his incumbency and has found his progressive work successful, it is reported. Mr. Sloane believes that both texts and practical training are necessary in the school. He has introduced the student government plan, a dramatic club, manual training work, and an elementary school paper edited by the students. The students, it is said, have not only improved in their work, but their interest has been aroused and a desire created for greater accomplishment.

ABOUT BOOKS

THE DESERT, God's Crucible, by Bruce W. McDaniel: The beauty and artistry of this volume is a triumph in both art and book-making. Finely drawn, realistic sketches breathing the true desert are on every page that has not a full-page photograph used to illustrate the poems. The sketches are so delicate on the tinted paper that the heavier brown ink of the type in which the poems are set but enhances their tracery. A few of the titles of the verses will give the best idea as to content: *The Desert Rat*; *The Joshua Tree*; *The Desert Wind*; *Tramping Through the Sage*; *Salton Sea*; *The Mirage*; *The Yucca*; *Morning in the Dunes*—and many more. These titles alone make the person who has been in the "wide open spaces" in desert-land pause—and read! The spirit of the desert is here, caught between the leaves of a book, translated by a lover of the Mohave, and ready to arouse that emotion the desert rouses that no one has ever yet been able to name:

"Who comes to me with faith and open heart
Yield I my soul."

(Sweetland Publishing Company, 658 Chamber of Commerce Building, Los Angeles, Western distributors. Price \$5.)

THE LITTLE BOY WHO LIVED ON THE HILL, A story for wee bits of tikes, by Annie Laurie, illustrated by James Swinnerton: Here is a story-book that has stood the test of use for many years and its popularity has justified a new edition. The author is the much-beloved Annie Laurie of newspaper renown, and the artist is a nationally famous man. These two have produced a series of stories and sketches the charm of which it would

be hard to equal. An adult reading the stories smiles sympathetically and reads almost as breathlessly as a youngster, for surely the spirit of youth and its problems are presented in a delightfully human and understanding style. "Little Boy" and "Mama" are the main characters, but "Papa" and the little girl next door play their parts in this youthful tale. It is so true to life, as all of this author's material is, that it carries an irresistible appeal. But this is not all—here is a story that has lived, not on account of its interest value alone, but on account of its moral value. Kindergartners, first and second graders will derive pleasure, amusement, and a few subtle hints as to how they should conduct themselves when they feel like upsetting chairs and eating too much! The book is excellent library material, also. (Desmond Fitzgerald, Inc., California School Book Depository, 149 New Montgomery Street, San Francisco, Western distributors. Price \$2.)

THE MANY A WAY SERIES, "*Many a Way for Memorial Day*" and "*Many a Way for Closing Day*," compiled and edited by Grace B. Faxon: These two paper-bound volumes will delight the heart of any elementary grade teacher, particularly if she teaches in a rural school. A wide variety of material, grouped according to grades one to eight, is offered. The plays, dialogues, poems, and suggested programs are original, interesting, bright, and practical. So wide is the variety offered that teachers and children have a choice as to what is most appropriate and interesting for the particular grade or school or group, to be pleased. The compiler, who makes many contributions, understands children and school needs. Her directions are simple and to the point. This publishing company has a

variety of excellent material for dramatization in the schools. (Walter H. Baker Company, 41 Winter Street, Boston, Mass. Price per volume, 60 cents.)

A TOUR ON THE PRAIRIES, by Washington Irving, edited for School Use by George C.

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Wells and Joseph B. Thoburn: Here is a handy volume for the study of a classic. Notes add to the interest and value of the work. The volume is one of the Western Series of English and American Classics. (Harlow Publishing Company, Oklahoma City.)

JUNIOR FRENCH, by L. J. A. Mercier: Material in this volume is presented in the oral-self-expression method. It is an oral method with stress placed upon both speaking and reading knowledge. Self-activity is emphasized and the student has ample opportunity for expressing himself while studying. (Silver, Burdett & Co., 39 Division Street, Newark, N. J. Price \$1.68.)

LATIN FOR TODAY, by Mason D. Gray and Thornton Jenkins: This is a first-year course said to be inspired by classical investigation. Notes and lesson helps, together with especially prepared illustrations, make the book different from the usual Latin text and add to its value. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price \$1.40.)

NEW CIVIC BIOLOGY, by George William Hunter: Material here is presented in problem form. The book is for secondary schools. Interesting new viewpoints. This book has been adopted as a text by the biology committee of the Oakland schools. (American Book Company, 100 Washington Square, New York.)

THE CONDUCT OF PHYSICAL ACTIVITIES In Elementary and High Schools, by Wilbur P. Bowen: This is a book on the technique of handling classes in physical activities. The book does not supply material, but tells how to use material. Illustrated. (A. S. Barnes Company, 7 West Forty-fifth Street, New York. Price \$2.)

WHAT'S WRONG WITH AMERICAN EDUCATION, by David Snedden: This is a book of constructive criticism. A careful analysis of conditions is made and remedies suggested. (J. B. Lippincott Company, East Washington Square, Philadelphia, Pa. Price \$2.)

TESTS AND MEASUREMENTS IN HIGH SCHOOL INSTRUCTION, by G. M. Ruch and G. D. Stoddard, edited by Doctor Lewis M. Terman: This is one of the Measurement and Adjustment se-

ries. Contains information needed regarding current practices in educational and mental testing to enable principal or teacher in secondary schools to make better use of tests in meeting problems of instruction and administration. (World Book Company, Yonkers-on-Hudson, New York. Price \$2.20.)

THE BROOKLET'S STORY, by Alexis Everett Frye: This is a new edition of *Brooks and Brook Basins*, and those teachers and chil-

dren who have enjoyed that book will appreciate the changes and additions made in this new volume. The material concerning physical geography, wherein a brook basin is a world in miniature, is not only valuable and illuminating to the child, but its charm of style, its story interest, its correlation with nature poems, all combine to make a volume that will be appreciated and enjoyed by beginners in geography. There is a lilt and a joyous spirit in this book that is irresistible. (Ginn & Co., 15 Ashburton Place, Boston.)

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THE WESTERN JOURNAL of EDUCATION



MAY, 1927



The Golden Gate and San Francisco in 1854



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Book Review from Journal of Edu-
cation (Dr. Albert E. Winship,
Editor), January 17, 1927.

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VOL. XXXIII, No. 5

SAN FRANCISCO, MAY, 1927

PRICE, 15 CENTS

THROUGH THE SCHOOL YEAR

A Program for Closing Day

By RUTH THOMPSON

[THIS PROGRAM, which calls for thirteen characters, may be cut to the number of pupils available by taking out some of the days, such as Roosevelt Day, Franklin's Birthday, New Year's Day, observance of these days not being required by the state school law. It would be practical, however, rather than to omit them, to have some of the children take more than one part. The program could be expanded to include Labor Day, the first Monday in September; first day of autumn, September 23; Hallowe'en, October 31; shortest day of the year, December 21; William McKinley Day, January 29; Ground Hog Day, February 2; St. Patrick's Day, March 17; Easter Day, at whatever date it has occurred; Valentine Day, February 14, etc. Any costumes or dresses may be worn. It would be more festive if the Admission Day representative should wear a band or gown of golden poppy shade; the patriotic representatives could wear red, white, and blue, or costumes worn at the time of the life of the person represented; Arbor Day, green; Memorial Day, white. As each character speaks, he steps forward, and when he has finished he steps into the background again, leaving room for the following speaker. Some appropriate closing-day song could be sung in conclusion.]

CHARACTERS

THE SPEAKER (may be boy or girl)

Boys or girls representing

ADMISSION DAY	BENJAMIN FRANKLIN'S
COLUMBUS DAY	BIRTHDAY
THEODORE ROOSEVELT'S	ABRAHAM LINCOLN'S
BIRTHDAY	BIRTHDAY
ARMISTICE DAY	GEORGE WASHINGTON'S
THANKSGIVING DAY	BIRTHDAY
CHRISTMAS DAY	ARBOR DAY
NEW YEAR'S DAY	MEMORIAL DAY

SPEAKER:

The close of school has come at last
And sober working days are past,
But always, ere we close a book,
'Tis best to give a long, last look,
So sure of facts we'll really be
And know our subject thoroughly.
To Special days now we will turn
And find the lessons that we learn,
For lessons teaching *better* ways
Were those we learned on Special days.
Admission, Lincoln, Washington,
And Armistice—are lessons one—
For patriotism rings through them,
Small qualities they do condemn.
Hurrah for good old U. S. A. !
We'll try to serve her every day!
Then next Columbus Day, we know
This is the day to courage show;
We learn to persevere and try,
To not give up, to "do or die!"
And when Thanksgiving comes along
We thankful feel, and show in song,

As well as in our hearts and acts—
We vitalize Thanksgiving facts.
With warm good cheer does Christmas come;
We know that it is jolly fun—
But deeper meaning now is here
Than merely Merry Christmas cheer—
We learn to love, and give, and share,
To help some others' burdens bear.
Next, Arbor Day comes with the spring;
We learn of trees, and birds that sing;
We learn to love the forests grand,
To save the trees we form a band,
And when vacation time comes 'round,
Our forests are a camping ground.
Memorial Day we then observe
And honor those who did not swerve,
But gave the greatest gift of all
When answering their country's call.
Now, all these days in quick review,
We'll summon, just to speak to you!

ADMISSION DAY: I represent Admission Day, which is observed in California, September 9. Admission Day, as its name signifies, is the anniversary of California's entrance to the Union, September 9, 1850. The thirty-first star in our flag stands for California! California is a colorful and a rich state; colorful in its history, its romantic beauty, and its romantic wealth. Virginia Burton Bradley has sung of it:

Not all of the gold of the Golden State
Is found in her mountain mines;
It gleams from the boughs of the orange trees
And the gay begonia vines;
It glows in the patches of poppies abloom
That girdle the slopes of the hills;
It beams from the bright-colored marigolds
Appareled in fringes and frills;
It flashes in space on the butterfly's wing,
On the belts of the banded bees,
Reflects from the thousands of jeweled balls
On the yellow acacia trees;
It glistens in honey of orange and sage
That drips from the golden comb,
And glitters and glints on the sanded shore
In its tryst with the wooing foam;
It shimmers in acres of mustard in bloom
That mantles the hill and the plain;

And gold may be found in the heart of the rose,
 In the harvests of full-ripened grain;
 While summer and winter are radiant with gold
 From the sun as it shines and shines.
 Not all of the gold of the Golden State
 Is found in her mountain mines!

COLUMBUS DAY: I represent Columbus Day. Christopher Columbus discovered the New World, October 12, 1492. Not only does the greatness of Columbus's discovery impress us, but the lesson Columbus taught us, the lesson of courage and perseverance, leaves an indelible mark upon our minds. Joaquin Miller has written a great poem, "Columbus," and its dramatic conclusion is beautiful and impressive:

Then, pale and worn, he kept his deck
 And peered through darkness. Ah, that night
 Of all dark nights! And then a speck—
 A light! a light! a light! a light!
 It grew, a starlight flag unfurled!
 It grew to be Time's burst of dawn.
 He gained a world; he gave that world
 Its grandest lesson: "On! sail on!"

THEODORE ROOSEVELT'S BIRTHDAY: I represent Theodore Roosevelt's birthday, October 27. Roosevelt was one of our great Americans. He served his country during the Spanish-American War; he was President of the United States for two terms. He led a clean and upright life and we respect him for this, as well as for his service to his country. Roosevelt was a sickly lad. He deliberately left his luxurious home to live as a cowboy on the Western

plains and gain health. He built his weak body into a strong one as carefully as one rebuilds a weak structure of wood or stone. He was determined to win in the battle of life—and he did! This was Roosevelt's creed:

I believe in honesty, sincerity, and the square deal; in making up one's mind what to do—and doing it.
 I believe in fearing God and taking one's own part.
 I believe in hitting the line hard when you are right.
 I believe in hard work and honest sport.
 I believe in a sane mind in a sane body.
 I believe we have room for but one soul loyalty, and that is loyalty to the American people.

ARMISTICE DAY: I represent Armistice Day. November 11, 1918, is the date of the close of the World War, the date of the signing of the Armistice. The World War has been called "the war to end war." It was called the World War because the countries involved covered a large portion of the world. The underlying cause of the war was the ambition of the German Kaiser to make himself and his country most powerful in the world. The United States entered the struggle with the Allies. Woodrow Wilson, President at the time, explained our reason for entering the conflict when he declared we were going to "make the world safe for democracy." The Allies won. We remember the World War, but we try to forgive those who caused the terrific struggle which cost the world the lives of millions of people. The poet has written truly when he penned these lines:

"Blessed is this day, past any other day
 The world has ever known; yet must we pray
 The world hereafter may so blessed be
 Never another day like this to see."

THANKSGIVING DAY: I represent Thanksgiving Day. The first Thanksgiving Day in America was observed by the Pilgrims in 1621, though the Thanksgiving celebration of 1623 is regarded as the origin of our national Thanksgiving Day. There is not a definite date for the day, but the President of the United States sends out a proclamation each year to the effect that the last Thursday in November is to be observed. Following this, the Governor of each state makes a similar proclamation. Abraham Lincoln was the first President to begin this custom. When we observe Thanksgiving we remember our blessings with grateful hearts, and our minds turn, too, to that first Thanksgiving Day on American soil:

For shelter there were giant trees,
 For music wild birds sang;
 With happiness and grateful cheer
 New England forests rang!
 This was the first Thanksgiving,
 And everyone took part;
 Thus thanks and praise were offered
 From every grateful heart.
 Thanks for new-found freedom,
 Thanks for new home sod,
 Thanks for harvest food and clothes
 And thanks for home and God.

—Ruth Thompson.

CHRISTMAS DAY: I represent Christmas Day.

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Christmas is a religious festival which we celebrate each year on December 25 in memory of the birth of Christ. It is thought that the name comes from the order that was given for saying mass, Christmas, for the sins of the people on the day commemorating the Savior's birth. Edmund Hamilton Sears wrote one of our most popular hymns. It is filled with the music and joy and significance of Christmas:

It came upon the midnight clear,
That glorious song of old,
From angels bending near the earth
To touch their harps of gold:
"Peace to the earth, good will to men
From heaven's all-gracious King!
The world in solemn stillness lay
To hear the angels sing.

NEW YEAR'S DAY: I represent New Year's Day. The first day of January we make a fresh, a new beginning each year:

"The grand New Year!
A year to be glad in,
Not to be bad in,
A year to live in,
To gain and give in;
A year for trying
And not for sighing;
A year for striving
And hearty thriving;
A bright New Year,
Oh, hold it dear;
For God who sendeth,
He only lendeth."

BENJAMIN FRANKLIN'S BIRTHDAY: I represent Benjamin Franklin's birthday, which was January 17. Franklin rose from being a printer boy to a great scientist and statesman. He made good resolutions when he was young. He kept these resolutions, and it was due to the moral strength and iron will which he exercised that later made him a famous American patriot and diplomat. His "Poor Richard's Almanac" and his Autobiography are literature that will live. Some quotations from "Poor Richard's Almanac" are:

But dost thou love life? Then do not squander time, for that's the stuff life is made of.

He that hath a trade hath an estate, and he that hath a calling hath an office of profit and honor.

Work while it is called today, for you know not how much you may be hindered tomorrow. Have you something to do tomorrow? Do it today!

Employ thy time well if thou meanest to gain leisure. Since thou art not sure of a minute, throw not away an hour.

Learning is to the studious, and riches to the careful.

ABRAHAM LINCOLN'S BIRTHDAY: I represent Abraham Lincoln's birthday. Abraham Lincoln, born in a log cabin and later President of the United States! His promotion he won for himself by working, studying, and living up to the high ideals he held. He was ambitious for himself and for his country. He freed the slaves. He was a martyr to his country. Edwin Markham, the great American poet, says of Lincoln:

He held his place—
Held the long purpose like a growing tree—
Held on through blame and faltered not at praise.

And when he fell in whirlwind, he went down
As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.

WASHINGTON'S BIRTHDAY: I represent George Washington's birthday. George Washington was the first President of our country. Unlike Lincoln, he was born of wealthy family and later inherited money, but, like Lincoln, he had high ideals and he lived up to them. He was a soldier, statesman, patriot. He laid the foundation of the new Republic. Some of Washington's rules of conduct were:

Think before you speak.

Undertake not what you cannot perform, but be careful to keep your promise.

Detract not from others, but neither be excessive in commending.

Give not advice without being asked, and when desired do it briefly.

Be not curious to know the affairs of others.

Speak not injurious words neither in jest nor earnest.

ARBOR DAY: I represent Arbor Day. This day, which is observed on March 7 in California, is the birthday of the great plant scientist, Luther Burbank. It is the day set aside to arouse appreciation of the out-of-doors and of all nature's beauty and uses. We study trees, plants, flowers, and birds. We plant seeds and trees on that day. The word *arbor* comes from the Latin, meaning *tree*. We study the uses of trees and we study how to protect and encourage the growth of trees:

A song for the beautiful trees!

A song for the forest grand,

The garden of God's own hand,

The pride of his centuries.—*W. H. Venable.*

MEMORIAL DAY: I represent Memorial Day. Memorial Day, sometimes called Decoration Day, is observed annually. In the Northern and Western states of this country it is observed on May 30. In other states the date varies from April to some time in June, but the spirit of observance is the same the country over. Memorial Day is a day of memory and respect and honor for those heroes who gave their lives for their country during the Civil, Spanish-American, and World wars. General John A. Logan, commander-in-chief of the Grand Army of the Republic in 1868, issued an order for the observance of May 30 as Memorial Day. The day has been observed each year since that time:

The muffled drum's sad roll has beat

The soldier's last tattoo;

No more on Life's parade shall meet

That brave and fallen few.

On Fame's eternal camping ground,

Their silent tents are spread,

And glory guards, with solemn round,

The bivouac of the dead.—*Theodore O'Hara.*

THE SPEAKER (stepping forward again):

The year has gone—and day by day

We've done our work, enjoyed our play.

We'll try, now we from school have turned,

To practice all the lessons learned.

Good-by to school until the fall—

A happy, healthful time to all!

LEARNING TO READ IN THE PRIMARY

By MARJORIE HARDY

University Elementary School, University of Chicago

"CAN THE child read?" "And *does* he read?" These are the questions with which the third-grade teacher is greatly concerned and to which she should be able to answer in the affirmative before she sends the child from the primary school. The child *can* read when he has certain fundamental habits upon which good reading depends. He *does* read, at other times than those when he is asked to read, if he has developed desirable attitudes toward reading and toward reading material—if, as it were, he has made reading a part of himself.

In the past there has been a tendency to judge a child's newly acquired powers in reading through standardized tests devised to measure achievement in reading. If achievement were the goal, the results of such testing would be conclusive evidence; for the results expressed numerically would indicate the amount of skill in reading the child has. Such a test is one of pure performance, the results of which depend upon the child's physical and emotional conditions at the time he is tested.

But achievement in reading is not the goal in reading. It is not skill alone, but the learning product in the form of *ability* to do plus a *will* to do—a condition which cannot be measured by a performance test or expressed numerically. The presence of this learning is largely determined by observation of the child's unconstrained behavior; either he has it, the teacher finds, or he hasn't it. Thus two children of widely varying skill may both possess this true learning product. Standardized tests, to be sure, are very valuable for measuring developing skill which must come, but they should not be considered evidence of the presence of the true learning product.

Although the child in fourth grade is expected to read independently at the level of maturity, he experiences difficulty if he cannot read in the real sense of the word and if he has not acquired the habit of being vitally concerned with content. His reading, moreover, becomes a burden to him if he has not acquired the pleasant feeling-reaction in regard to the reading and the material—the favorable attitude. Only too often has the child been left to acquire that attitude through chance, and only too often has he consequently left the primary school with the wrong notion of reading. To him good reading meant reading accurately, fluently, with expression, or reading silently as rapidly as possible to see how much could be read in a certain time, or to answer questions on content, rather than a thoughtful process and something pleasant to do. A child, we have come to know, may make no errors in his reading and read very poorly; another child may make errors and read very well. The latter reads well in the sense that he is absorbed in the content of what he reads; and he will make fewer and fewer errors as he reads and reads, until in addition

to the fundamental habits of content reading or "living in the material," he has the necessary skills.

Accounts of remedial cases in reading¹ and summaries of investigations² reveal the following facts which interest all teachers of reading:

1. Due to slow learning or no learning at all, remedial work with pupils has been very necessary.
2. Individuals differ in learning capacity.
3. Slow learning, commonly attributed to inherent mental ability, is more often due to lack of other elements that make up the learning capacity.
4. Certain phases of teaching procedure that are helpful to some children are harmful to other children.

A study of deficiencies in reading points to the great importance of beginning reading. More teachers working together with the right understanding of principles and objectives would prevent reading ills in children, would make learning to read normal and pleasant for the child, and would make teaching a joy.

The work, then, of the primary teacher is twofold: to see that children develop right attitudes toward reading and reading material and that they develop ability to read well. Emphasis is put on right attitudes, for with right attitudes goes interest, and growing out of interest is the desire to read. The teacher "considers reading attitude in the same manner in which the contractor considers the steel structure."³ Under the stimulus of interest the correct attitude develops, at first ahead of other habits and then simultaneously with them, providing the children are ready to read and providing the teacher follows correct teaching procedure with the child who is ready to learn to read.

There was a time when the chronological age of the child was the criterion for his being exposed to reading instruction; because the child was six years old he was taught to read. At the present time the criterion is reading readiness; we know that the fact that the child is six years old is not evidence that he is ready to learn to read. Of course, a six-year-old child may be taught to recognize words, to sound words, to attach meaning to words regardless of whether he knows what he is doing and why he is doing it, but it means drill, drill, drill. This drill, because of the time it takes, crowds out of the program the social activities which are far more important for the child's future good reading than the drill for early achievement in the form of skill.

The child who has had reading forced on him before he has sensed what reading is and before he has begun to develop some favorable attitudes toward it is the child who has difficulty in history and geography. It is possible that this child

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may have an aversion to reading which can be traced to the eagerness of some teacher who was expected to teach the child something he was expected to know. It is also possible that such a child will not develop permanent interest in reading.

The child who makes progress in learning to read is the child who has gained ideas through participating in social activities, from having experiences with nature, with things common in the world about him, and who is able freely to express his ideas orally, having a fair-sized speaking vocabulary at his command, who can tell stories which pictures suggest or that are familiar to him, who can listen to stories attentively, who can anticipate what might come next in the story he is being told, who has given evidence of interest in reading material and of some desire to read it.

The child who has come from the kindergarten to first grade has begun to give evidence of having these prerequisites to reading, but he needs to have further opportunities in first grade to furnish a better background for his future reading. Very often, too, the first-grade teacher has children who have not had the background which kindergarten gives. It is necessary, then, for the first-grade teacher to give that background in first grade.

At the present time there is a great deal being said and done in regard to the problem of reading readiness. The reading readiness committee of the International Kindergarten Union is carrying on an investigation of pupils' readiness for reading instruction. A questionnaire was sent in cooperation with the Bureau of Education to superintendents and supervisors throughout the country, asking them to have the questions answered by their teachers of first-grade classes. Five hundred and sixty teachers teaching first grade groups in 1925, under varying conditions, sent in their replies. The replies were illuminating and the conclusions reached by the committee based on the nature of the replies were definite. Conclusion No. 5, for example, is the following:

"The high rank of lack of interest and lack of experience given as evidence that the pupils were not ready to be taught reading should lead to a careful investigation of methods used to prepare pupils for reading instruction and of methods used in the early stages of reading instruction."⁴

The thinking teacher of beginning reading today is one who sees the end or goal in reading in the beginning and who does the thing that contributes most to that end. This teacher, we shall hope, does not have to report at the end of a few weeks the number of words her children know, or at the end of the first semester the independence the children have, for she is not concerned with the developing skill at the start. We shall hope that she is allowed to teach children, to let the first grade be the child's world as was the kindergarten, to create situations that will lead the child to *find* reading, to *want* to read, to *take* reading and make it a part of himself, and to *use* it with the utmost joy. Teachers given such opportunities find out that one group of children under their supervision for a year gives evidence at the end of the year of having the desirable attitudes that make for permanent interest in reading plus independence in the form of developing skill, due to having been stimu-

lated to learn to read and to having had the proper guidance when they set about learning to read.

The teacher guides the child toward the goal by seeing that he gets the right thing at the right time and that he gets it right. To follow such procedure the teacher needs to understand what is happening to the child as he is normally learning to read. We may not know what is going on physiologically, but we do know from careful observation in the laboratory what he does—his behavior in response to stimuli, and the probable reasons for this behavior. In other words, the child seems to pass through certain stages as he becomes interested and learns to read, and these stages mark the turning points in the teacher's procedure. Studies in the laboratory show that all children do not respond to the same stimuli, but that it is possible to get the desired responses from all children who are given plenty of time, and a variety of stimuli, for time is surely an element that is most important. Understanding the stages of growth, then, makes it possible for the teacher intelligently and systematically to carry on her work, meeting the individual needs of the group, and by so doing making less probable a future need for remedial work. The child is comfortable and happy because he is doing just what he is prepared to do and no more. And the teacher can do better work because she is comfortable and happy, from the fact that she understands just what she is doing and why she is doing it; and the teacher's attitude, we must emphasize, is most important in this responsible work of helping to develop the right attitude in others.

Let us see what the stages in growth in reading are, what they indicate, and how they may be determined. There are five stages in learning to read, counting the first two stages as the time for assured reading readiness and the last stage as the goal in learning to read. Since it is during the first two stages that the right attitudes toward reading and reading material is begun, it is necessary to include them as a part of the learning process.

Stage I is the time when the child has the *awareness* that written or printed words and sentences stand for meaning. A child may be aware of the fact that the meaning comes from the printed page through having stories read to him from his books at home and at school, but he does not make the association of the symbols with meaning in a way necessary for his future reading until he has a definite experience, namely, participation in an activity similar to those activities he enjoyed in kindergarten with composition and reading as its outgrowth in first grade. A continuation in first grade of the experiences common in kindergarten becomes a necessity, for the experiences are used as meaningful substance to which written or printed discourse may be linked. In other words, the child has an experience. He is given an opportunity to talk about it. He is led to see a reason for recording the experience. He tells the teacher the sentences that record the experience which he wishes to have written on the board. He sees the teacher write or print the sentences on the board. He "reads" these sentences and sees them later printed on oak tag or paper, in permanent form, ready to be exposed in the room for reference and for

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enjoyment in rereading. Thus by having this opportunity, seeing his familiar spoken words in printed form, he is making a close connection of meaning with the printed symbol. His own records of his experiences become his first reading material. They surely become a part of the child because of the intimacy the child has with them. Having a blackboard unit and chart unit for the child to focus his attention on, especially when the unit is vitally interesting to him, helps the child to develop concentrated attention and makes for more rapid progress in the child's learning.

The child's behavior indicates awakened interest, during this period, which is manifested in his reaction to books on the library table, to reading charts or reading material of any kind that is posted in the room. He finds himself in relation to reading; he senses how reading is used in ways vital to him when the teacher makes reading a part or an outgrowth of everything he does in school. He has made happy associations with his first experiences with reading material before he is manifesting any independence in reading. Of course there are definite things for the teacher to do to encourage this state of being and also definite ways of determining its presence. This stage is most important, and when the teacher follows the correct procedure she gives every child an opportunity for assured reading readiness and at the same time helps him take his first step toward the goal in learning to read.

Stage II is an outgrowth of Stage I and is the time when the child has the *awareness* of the presence of a story in continued or written form and a desire to read it. As a result of "finding" reading the child has a desire to read books. Again the child has to make associations of the symbols with meaning, but this time it is not with his own material, but with a story in a book which someone else has written. Certain procedure must be followed at this time in order that the child will continue to have content uppermost in mind and continue to have the same desirable reaction to the printed page and at the same time tie word symbols with the content.

Stage III is the time when the child becomes *word conscious*. It is that period when the child first begins to focus his attention upon words. It is a period in which his reading slows up temporarily, but from which he begins to acquire accuracy in his reading. This is the right time to begin phonics, although the child, excepting in special cases, does not need to have this help in order to read well.

Stage IV is the period in which the child gives evidence of some *independence* in reading. He begins to feel his power and needs little if any preparation, content or otherwise, for the stories he reads. He learns to read through reading. The important thing from the beginning is to understand what the child's needs are and then to give him the right help and the right kind of material to read. The material must be of such interest to him that he will want to read on and on. The time for him to read material that demands intensive reading is after he has learned to read.

Stage V is the goal; the time when the child gives evidence of having learned to read. In the University Elementary School, University of Chicago, the goal in learning to read is called "the reading adaptation."⁵ It corresponds to maturity in reading in that the child reads easily and well any material within the realm of his experience—material that he can comprehend. It means that the child, when reading silently, is absorbed in the content. He has a rhythmic eye movement; his eye moves from line to line in rhythmic fashion, making few pauses per line. This indicates that the child is securing the meaning in large thought units which he is taking in with wide sweeps of the eye. This may be determined by recording the number of eye movements, which will be a fairly accurate count. This record may be made by sitting at one side of the book from which a child under observation is reading silently, and "making tally marks on a piece of paper for each fixation of the eye in the reading of each line." The reading adaptation also means that the child reads extensively of his own volition. Thus a volitional element as well as an intellectual element is involved, for the child has developed into a being who can read and who wills to read.

Not all children progress at the same rate, therefore not all children are in the same stage at the same time as they pass from one stage to another. In the University Elementary School the first grade has half-day sessions. Twenty minutes of the half day is given to supervised reading, yet by the end of the year 20 to 30 per cent of the group attain the reading adaptation in first grade, and all but 9 or 10 per cent are in Stage IV, with varying degrees of independence.

Let it be understood that although on the program there is only twenty minutes given to reading in the first grade, reading and composition are a part of community life, of nature study, of literature, of industrial arts, of games, and of music. In this way the child is living with reading, needing it and using it in natural, normal social situations which help him to make reading a part of himself. And eventually, by third grade, he has matured into a being who *can* read and *does* read. He has truly learned to read.

¹ W. S. Gray, *Remedial Cases in Reading: Their Diagnosis and Treatment*, Sup. Ed. Monograph, 22, University of Chicago Press.

² W. S. Gray, *Summary of Investigations Relating to Reading*, Sup. Ed. Monograph, 28, University of Chicago Press.

³ G. T. Buswell, *Fundamental Reading Habits: A Study of Their Development*, Monograph, 21, University of Chicago Press.

⁴ *Pupils' Readiness for Reading Instruction Upon Entrance to First Grade*, City School Leaflet No. 23, Bureau of Education, Washington, D. C.

⁵ H. C. Morrison, *The Practice of Teaching in the Secondary Schools*, University of Chicago Press, 1926.

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By W. M. CULP

RARELY does the realization come to one that in education are dramatic values and stories of achievement that rival pure romance. In reverie one can imagine an ideal educational system, in which money support, organization, equipment, and aims are what we consider the best for current practice, but, in fact, such systems are of high infrequency.

"Up on the Iron Range in Minnesota" are a few words of decided romantic significance. One wonders sometimes why it is that in the desert wastes on the edge of civilization are the Kimberley Lodes, the Comstock Mines, the Tea Pot Domes, the Mesaba Iron Ranges—spots of wildness and desolateness in which nature has assembled matter that, garnered by man, makes for wealth, beauty, and ease of humankind.

Education, as no other science, has need of two things—ideas and money—to be successful. And it is ideas plus money that have made the schools of such places as Hibbing, Taft, Virginia, Chisholm, Coalinga, Eveleth, and Beverly Hills, such outstanding examples of what can be accomplished through wise expenditures.

The story of the schools "upon the Iron Range in Minnesota" is a narration of the schools of St. Louis County, Minn. It is an epic poem of how wealth has builded schools of almost unparalleled magnificence and utility for the education of the native born and of those who have just arrived from outside lands. It is the story of C. H. Barnes, County Superintendent of St. Louis County, Minn., and his aides. It is the story of such men as J. W. Richardson, Superintendent of Hibbing; J. P. Vaughan, Superintendent of Chisholm; W. G. Bolcom, Superintendent of Virginia, and Joseph V. Voorhees, Superintendent of Eveleth. It is in the work of such supervisors of city schools as Miss Charlotte Hunter of Hibbing, Miss Ethel Robson and Miss Agnes Hatch of Chisholm, and Miss Edith Whitney of Virginia, that excellent results have happened. And in the unorganized districts uniformity of progress has come through the trained guidance of expert county school supervisors, among whom are numbered Miss Gladys Segod, supervisor of reading and literature; Miss Ada Stalker, supervisor of science and geography; Miss Edith Brand, supervisor of history, and Miss Helen G. Ross, supervisor of libraries. Duluth is the county seat of this Iron Empire; Duluth, on its dark-lying hills, edging in March, the ice floe-decked Lake Superior; Duluth, from whose heights a crescent beach inspires. Duluth, of one street fame twenty-six miles in length, through whose ports flow over 90 per cent of the iron ore of the United States, is the center from which radiates a school empire, the farthest school of which is 156 miles away, in this county whose breadth is some eighty miles and whose length is 160 miles.

Up on the Iron Range in March is an experience to be remembered. Winter is about gone and snow shows only in spots, encarnadined here and there by the water that flows from the heaps of reddish ore. For miles, one sees mine upon mine. The open-pit mines, whose large bodies of ore have been uncovered by stripping the surface from 40 to 150 feet, are the largest and the most striking producers. For it is only the richest of the drift mines that are able to compete with the steam shovel. Huge dumps of low-grade ore are everywhere, and probably will remain for some fifty years, until needed.

St. Louis County, Minn., is one large unorganized school district under the direct control of the County Board of Education, of which C. H. Barnes, County Superintendent, is clerk and executive officer. St. Louis County has the county unit system of school administration in fact but not in name. In this county are 156 schools, twenty-six of which are in consolidated districts. In addition there are twenty-one organized districts over which the County Board of Education exercises supervising control.

C. H. Barnes and his County Board of Education make plans, build schools, employ teachers, construct courses of study, supervise and carry out the manifold duties of school administration.

The county has ten field workers or supervisors, who travel over the county in high-powered cars. The educational system coöperates with six county nurses and the Child Welfare Board. Boys' and girls' agricultural clubs are fostered. A school is held in the County Jail. Forty rural night schools for the Americanization of foreigners are in operation. Rural savings banks have been started. Two hundred and eighteen transportation routes for school busses are scheduled. Thirty thousand dollars is spent each year in wood contracts alone for the heating of the various school houses.

The County Board of Education keeps open a branch office at Virginia. The county schools have their own delivery trucks and their own repair crews. The county school transport forces can pick up a small schoolhouse and move it twenty-five miles in one night.

The St. Louis County system is a "pay-as-you-go" system. There are no outstanding bonds. Due to the wealth of the county in its iron mines, there are plenty of funds to carry on through each year. The administration budget is between \$850,000 and \$1,000,000 per year.

The standards that the County Board of Education fix become the standards for the schools of the entire county. Teachers and supervisors of superior merit are employed to work in the schools. In the county there are twenty-six university graduates, eight three-year professional graduates, and 168 advance normal graduates. Teachers are chosen from the upper half of this class and draw \$10 per month extra on that account. Work in a summer session or travel brings a raise of \$5 per month.

It is the magnificence of the school buildings that attract the visitor. School facilities are surpassed by no other spot in the United States. At Hibbing the high school plant is said to have cost around \$5,000,000. Towns of two thousand inhabitants have school structures that cities of 200,000 population would boast of. Everything that would aid the teacher or add to the comfort of teacher and pupil has been secured. School hothouses in winter grow flowers, and in March potted hyacinths and tulips were being placed in the schoolrooms.

The Iron Range is proud of its schools, and rightly so, and to C. H. Barnes, County Superintendent, and his aides, the people give credit for the fine work that is being done in educating the children of the Mesaba Iron Range.

JOHN L. BRACKEN, Superintendent of Schools at Clayton, Mo., will give educational courses at the Washington University, St. Louis, summer session.

JOHN J. MADDOX, Superintendent of St. Louis public schools, and the St. Louis Board of Education are considering making their course of study work a continuous process. The forty-seven monographs now published will be the basis for use and as need arises for continual revision. Walter D. Cocking, director of curriculum and textbooks, has charge of this work.

M. E. BRANOM, head of the geography department of the Harris Teachers College, St. Louis, Mo., besides giving excellent courses in geography, has classes in educational psychology. He also is very much in demand as a lecturer.

MRS. E. B. GIBBS is in charge of the social science curriculum work of the Cicero, Ill., public schools.

L. L. EVERLY, director of research of the St. Paul, Minn., public schools, has a tremendous testing program. Every student is grouped and regrouped according to psychological and subject tests. Every summer Mr. Everly and his corps of assistants, from tests taken during the last period of the year,

work out regroupings for the commencement of the next year's work.

Mr. Everly is an authority on geography. He is now giving two university extension courses in the geography of North and South America, Europe, and Asia, for the University of Minnesota.

P. P. CLAXTON, former United States Commissioner of Education, Superintendent of Tulsa, Okla., city schools, is in charge of one of the most progressive school systems in the South, if not in the whole country. In Tulsa more modern, up-to-date ideas in education are functioning than in any city of which we know. Tulsa is a city of the wide, wide West, of around 140,000 population. There is a feeling of openness in the town. The sky is vast, the town is new and bustling and growing. In fact, Tulsa and Los Angeles have the same feel and are sisters in the spirit of progress and of newness. Both owe much to oil in the vicinity.

The Tulsa school system is organized on the 6-3-3 plan. All kindergartens have a course of one and one-half years. Children enter kindergarten at the age of four and one-half years. The elementary schools are all organized on the platoon plan. Home-room teachers handle the subjects about which they know most. In each school are two special teachers of geography and science who have special rooms equipped with lanterns and slides and maps. There are also two special teachers of literature and history, two of art and handwork, with special rooms. In addition there are special teachers of music and physical training.

The junior high schools are departmentalized and are manned with specially trained teachers. In the high school extra curricular activities are placed in the regular courses.

The study of science is emphasized in Tulsa. In the elementary grades science is required five periods per week, and this is also true of the junior high school.

Of the six hundred teachers in Tulsa, fifty-seven are teachers of science, or geography as it is called in the lower grades. There are forty teachers of music, forty of art, and thirty-five of physical training.

All children in the junior high school take music and physical training. One year of these two subjects is required in the high school.

Classes in home economics and manual training are socially developed. Home-making courses are given to boys. There is an extensive program of directive home gardening. Four directors of horticulture have two thousand children in home-garden projects.

The 23,000 children in Tulsa are graded by psychologists who are constantly checking up on their work. Tulsa has the single-salary schedule. No teacher is employed unless he has an A. B. degree. Every high school teacher must have an M. A. degree. Men receive \$300 more per year than women in each ranking. In the elementary grades women with an A. B. degree receive \$1500 to start and \$1700 with an M. A. degree; men receive \$1800 with an A. B. degree and \$2050 with an M. A. degree. In the high school the start is \$2500 with an A. B. degree for women, \$2800 for men, and \$250 additional for an M. A. degree. Those with doctor's degrees receive \$300 in addition. Fifty dollars additional per year is given those taking extension courses and \$70 per year is given those doing summer session work or doing travel in summer. The principal of the high school is paid \$8000.

MISS MARJORIE HARDY of the School of Education of the University of Chicago, for the last seven years in the elementary experimental school of the University of Chicago, has been doing extraordinary work in reading. Educators throughout the United States viewing her class work give her the credit of being the foremost teacher of primary reading in the United States.

Miss Hardy's success has been due to the fact that she teaches reading to the child when he is ready to be taught. Miss Hardy believes that first an awareness of reading should be created in

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the pupil, then a desire for reading. And that when the child has a desire for reading he should then be taught. Miss Hardy also believes that there should be more direct correlation between the work of the kindergarten and the first grade. She believes that the kindergarten should be a training field for the experiences of first grade work. In her work in Chicago, Miss Hardy starts her reading work from the immediate surroundings and experiences of the pupils. She lets the child indicate his first approach. Miss Hardy believes that real ability in reading is evaluated in terms of *habits, attitudes, and appreciations*. She believes that teachers who are placing *emphasis on skill* at the expense of these more vital factors in the child's life should and must change their teaching procedure.

Miss Hardy has just had published, by the Wheeler Publishing Company of Chicago, the "Wag and Puff" series of readers, in which she demonstrates those ideas that they have discovered through these last seven years' experimental work at Chicago. The Harr Wagner Publishing Company of San Francisco is now Pacific Coast agent for the Wheeler Publishing Company.

WINONA, fourth city in size in Minnesota, home of Watkins Products, has a school system of outstanding excellence, due to the capable management of Superintendent of Schools Robert B. Irons. New schools, able teachers, and up-to-date methods predominate.

In charge of elementary education in Winona is Miss Edith Whitecomb, who is known to many teachers throughout the United States for her summer session courses in various universities and normal schools.

We had the delightful experience of visiting the Washington School, of which Miss Alhambra Deming, the author of various textbooks and educational games, is principal. There we sat in the classroom of Miss Mary MacIvor and were present at a sixth grade geography recitation. It was a socialized recitation conducted by the pupils, who showed unusual interest in the subject of discussion, which was that of the Iberian Peninsula. Miss MacIvor is conducting the class so that the initiative is bound to come from the pupils. We enjoyed hearing the class talk.

Miss Whitecomb, this year, has been instrumental in having published by the grade schools of Winona a school paper called "Grade Crossings." It is an interesting experiment, as all material comes from the children and there are contributions from 1A and 1B pupils up through the grades. It probably is quite a time of excitement when a paper arrives at the home of a first-grader with his or her contribution in it.

FRED B. MILLER, Superintendent of the Normandy Consolidated School District, St. Louis, was instrumental in securing a 57-acre seminary site for the new high school plant which is proposed for next year. The site, now in trees and lawn, is one of the most magnificent in the vicinity of St. Louis. At the present time the high school is being held in the old seminary buildings.

MISS ROSE WICKEY, director of curriculum work of the Kansas City public schools, will give a course in curriculum construction, assisted by various experts, in Kansas City this summer.

W. W. BORDEN, Superintendent of South Bend, Ind., schools, is abreast of the times. He has just created a new school position in the South Bend schools that is perhaps the first of its kind in the United States. The position is that of editor of school publications.

R. E. Blackwell, for the past two years Deputy Superintendent of Public Instruction of Indiana, and previous to that a newspaper man, has been appointed to the position. Mr. Blackwell has charge of all school publications. He supervises and edits all school bulletins. He answers all questionnaires sent in relative to information about the South Bend schools. He does all general editorial work and takes care of the publicity for the local newspapers.

Both Mr. Borden and Mr. Blackwell believe that since the people pay for the schools they should have information of what is going on in the schools and have knowledge of how their money is being spent. In other words, Mr. Borden is using school money to establish a definite public relations bureau.

One of the first bulletins Mr. Blackwell has edited is that on "The Girls' Pre-vocational School"—a school that has proved an extraordinary success in South Bend in that it trains girls of 14 to 16 years of age, in vocational subjects, who have been retarded two or more years.

W. W. CURFMAN, Assistant Superintendent of Lincoln, Neb., public schools, is in charge of teacher personnel work. He has worked out the rating of all Lincoln teachers and has the information so organized that it is immediately available. Lincoln, with the University of Nebraska in its midst, is an especially desirable teaching location, so Mr. Curfman has been able to build up a teaching corps of higher standard than ordinary.

LINCOLN, NEB., has been the proving ground of many eminent school superintendents. W. L. Stephens of Long Beach, Fred M. Hunter of Oakland, and Jesse H. Newlon of Denver, all were once superintendents in Lincoln.

JESSE H. NEWLON, Superintendent of Denver schools, has accepted a professorship in Columbia in Teachers College and also the headship of Lincoln Schools, Teachers College. In Denver, Superintendent Newlon, during his régime, carried out a big building program, established the single-salary schedule, and supervised the working out of perhaps the most quoted series of course of study monographs in the United States. At Columbia, Superintendent Newlon will have an opportunity to do further educational experimental work in the Lincoln School.

A. L. THRELKELD, Assistant Superintendent of Denver city schools, is most prominently mentioned as the successor to Jesse H. Newlon, present Superintendent of Denver schools. Mr. Threlkeld was for years a most successful superintendent at Chillicothe, Mo.

MILLIARD C. LEFLER, Superintendent of Lincoln, Neb., schools, in a town of some sixty thousand inhabitants, has spent \$6,000,000 during the last seven years in new school construction. The evolution from the 8-4 plan to the 6-3-3 plan has been in progress. W. W. Curfman, Assistant Superintendent of the Lincoln schools, has aided greatly in the new reorganization work. The ideal that has been sought is a grammar school in the center of a ten-block radius and a junior high school in the center of a twenty-block radius.

LINCOLN, NEB., was one of twelve cities in the United States selected by the Eastman Kodak people for experimental work in visual education.

IN THE proposed Central Commercial High School in Chicago a convenient method for students to work a week and study a week in alternation will be a feature. Coöperative courses will be held. Pupils will be arranged in pairs in the in-a-week and out-a-week system, to take each other's places on a job.

IN THE NEW proposed salary schedule for the City of Chicago's twelve thousand teachers, length of term is of great importance. A schedule for a lower group and upper group has been prepared. Teachers who are in the first to fifth years of service are included in the lower group. Older employees are placed in the upper group. The big increases in salary come in the upper group.

OGDEN, UTAH, the morning of April 28, was a place of perfect beauty. The sky was blue, the air was soft with the balm of

spring, the trees were in new leaf, the grass was very green, and the snow on the Wasatch Mountains was very white, and the ridges were clear-cut in atmospheric nearness.

W. Karl Hopkins is Superintendent of Schools of Ogden. The Ogden schools rank high in Utah. Ogden has been the first school system in Utah to start platoon schools and is the only city in the state to have a comprehensive thrift program. Seven thousand school accounts have been started this last year.

The enrollment of the fourteen schools in Ogden is nine thousand. Three hundred and eight teachers are in charge. The high school band of Ogden is one of the best in the United States. Last year the City of Ogden raised \$10,000 to send the band to the national competitions, where they received third prize. The difference in award from first prize was a fraction of 1 per cent.

In reading, the Ogden pupils rank very high. One reason is the fine early training and the use of almost an unlimited number of supplementary reading books.

Boys' Week parade is a big event in Ogden. In the parade will be four thousand boys. The parade will be a picturization of the melting pot theme. Every nationality in the schools will be represented at the head of the parade, then the melting pot idea is worked out. The band and the high school cadets close the parade.

The success of the Ogden schools is due to the spirit of coöperation that permeates the whole system. Everything is subordinated for the benefit of the whole group.

Mr. Hopkins for several years was a bookman, with Ginn & Co., and consequently knows the school game from the outside in and from the inside out.

MOUNT SHASTA SUMMER SCHOOL

SUMMER sessionists will find that at the Mount Shasta Summer School they can combine recreation, education, and vacation. The session starts June 20 and lasts six weeks. The climate is not surpassed. The camp is modern in every respect. This year

classes will be held in a new state building. The administration has been fortunate in securing the teaching services of well-known instructors.

There is no region in the United States that has as many scenic wonders within a short distance of camp. Many hikes are planned. There is an annual trip to the top of Mount Shasta. Recreation in the lodge and on the athletic field is an every evening occurrence. The men of the faculty are still wondering how the women students beat them in last year's baseball game.

There is a cordial welcome for teachers who wish to join the camp at Mount Shasta this summer.

OREGONIAN NOW OAKLAND PRINCIPAL

AUBREY G. SMITH, an Oregonian, has recently become a Californian and an Oaklander. Mr. Smith is a graduate of the University of Oregon and was for five years Superintendent of Schools at Medford. Last year he came to California to take an M. A. at Stanford University.



Aubrey G. Smith

Southern Oregonians have one famous characteristic in common with Missourians when they come to California. Fortunately California was able to prove up on all her claims to being the most delightful spot in the world in which to live, and now Mr. Smith is established in Oakland as principal of the Daniel Webster School, and likes it.

The Daniel Webster School is one of Oakland's new attractive elementary schools, including a kindergarten of 120 children and a total enrollment of 750. It is located in the eastern part of Oakland in a steadily growing community.

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NEWS AND COMMENTS

By HARR WAGNER

THE HIGH SCHOOL principals' convention was held at Sacramento, Cal., April 11-15, 1927. This is the first principals' convention of which Richard J. Werner, State Commissioner of Secondary Education, has had charge. The high standards of the previous meetings under the direction of Will C. Wood and A. C. Olney required unusual ability to surpass or even equal. Mr. Werner is a different type of man from either of his predecessors. He does not have the ability, as a speaker or presiding officer, of either one. He is, however, a good organizer, a student of fundamental educational problems, and gets fine reaction.

Superintendent C. C. Hughes and his coworkers aided in making the meeting a success. The fine memorial auditorium, which is a reflex of the excellent program that Superintendent Hughes has put over in Sacramento, proved a fine meeting place for the convention.

The keynote of the convention was delivered by William John Cooper, Superintendent of Public Instruction. He said:

What to do with the large number of boys and girls of high school and junior college age who have made no plans for their life work, and who are now in secondary schools because of the economic well-being of their parents, is the *first important problem* for the principals to solve.

The *second problem*, therefore, is to find the right kind of instructional material, and the right sort of activities for these different groups. The tendency of the past few years to develop new courses of instruction and to modify some of the old ones must be continued and must be coupled with a search for new methods of instruction.

The *third problem* demanding attention of the high school principals and junior college presidents grows out of the first two. It is bringing together in adequate numbers pupils enough to justify the variety of courses. The most promising solution of this problem is now being experimented with in Pasadena, where the tenth grade has been transferred to the junior high school and the two upper years of the high school course annexed to the junior college, making two four-year secondary institutions, beginning with students who have finished the sixth grade and closing with what is now the sophomore year in college. The Pasadena experiment will be

watched with interest, as will one in San Francisco under the direction of George A. Merrill, director of the Lick-Wilmerding-Lux School, who advocated this theory as early as 1908. A bill introduced by Senator Jones directs the State Department of Education to make a study of this problem.

The fourth issue concerns the internal organization of the school itself. The question is raised, "What is the function today of the department head, a remnant of the old organization when the secondary school was either an annex of a college or was frankly preparatory to college?" If the secondary school contains no longer a single homogeneous group, it would seem that a new organization is necessary, an organization in which the higher-paid directors, or heads, are interested in pupil groups rather than in subject-matter organization. A reorganization of this sort is being tried in the secondary schools of Fresno, where one head directs the work of those preparing for the engineering colleges, another for those preparing for the medical, dental, and nursing schools, another for those preparing for law and commerce, and another for those who are destined for colleges of liberal arts. There are also directors of shop trade education, business education, building trades education, home-making arts education, agricultural education, and fine arts education. Each director is responsible for the adequate preparation through subject-matter of those committed to his charge or for the vocational preparation of his students.

Will C. Wood gave an eloquent talk that was co-basal, on citizenship and education, and a tri-complex on the State Superintendency, Bank Commissionership, and citizenship.

Florence J. O'Brien was at his best in a semi-humorous address on the achievements of the State Board of Education, and he arose to classic eloquence in his closing quotation, "Those who are about to die salute thee!"

Helen Heffernan, State Commissioner of Elementary Schools, was one of the few presiding officers who "got across" with the announcements. The speakers as a rule lacked oral expression. The lesson of the convention, interpreted from the standpoint of a listener, was that the high school principals had evidently taken a course in silent reading when they really needed a course in "The Delight and Power of Speech," as Mr. Geer of Coalinga expressed it: "Speeches are an urge to action." The factual material of manuscript reports and details in statistical information should not be delivered in speeches but read silently and digested. Speeches are to urge action, to get results on general principles.

The very attractive program was printed by the Frank Wiggins Trade School, Los Angeles.

The reception held in Elks Hall on Tuesday was a highly enjoyable affair. The All-State Orchestra was an outstanding feature of the convention.

State Commissioner R. J. Werner is to be congratulated on the success of the convention. While Sacramento is an attractive city, it does not offer the advantages of an isolated resort hotel, like Coronado, Huntington Hotel, Pasadena, Yosemite, Lake Tahoe, or other places, for the good fellowship and solidarity of the members.

The program was excellent, but discussions concerning vital problems of intense human personal interest, such as more money for salaries, tenure for principals, etc., were not included. The dramatic interest was not there. It was, however, a hard-working, successful convention.



Charles C. Hughes



Richard J. Werner

THE PICTURE of William John Cooper has been substituted for that of Will C. Wood, Bank Commissioner of California, on

the cover page of THE WESTERN JOURNAL OF EDUCATION beginning with this issue. Superintendent Cooper will not only carry on the progressive policies in education inaugurated during the years of service of Will C. Wood, but will also meet the new problems in the public school system with an open mind, a scientific approach, and devotion to the cause of education.

WALTER C. NOLAN, Deputy Superintendent of Instruction, under Joseph Marr Gwinn of San Francisco, in charge of the personnel and the course of study, has a man's job. The lack of standardization in junior high schools, the ever-changing approach of research work, the new dogmatic doctrines resulting from tests, the new cultural and industrial demands, make decisions that have to do with formal and, to a certain extent, permanent contributions to courses of study, a very difficult problem.

BENJAMIN IDE WHEELER, for twenty years president of the University of California, passed away in Vienna, Austria, recently, at the age of seventy-four. He was a great scholar, a great executive, a great linguist, a great orator. During the twelve years that this JOURNAL was the official organ of the Department of Education we were closely associated with him and knew his personality, both its strength and its weakness. The institution at Berkeley grew in numbers and influence during his administration. The tremendous growth of secondary schools, the accrediting system, and President Wheeler's ability made it one of the leading institutions of the world.

IN THE MAY issue of the *Sierra Educational News* appears a clear, dramatic, truthful, and a fair report of the activities of the C. T. A., during the past twenty years, by Mark Keppel. Read it twice. It indicates that the directors and executive secretary have not been asleep on the job. The closing words are sound and encouraging:

While we cannot all see, act, or do alike, it seems to me that as the years come along I can see an ever-developing spirit of tolerance and kindness that speaks for education in California and for the boys and girls in California; and for this great state an era of prosperity and greatness and happiness far in advance of the years that are back of us, glorious as is that record.

HAIL! HAIL! The purchase of school supplies is now in the hands of the purchasing agents. The poor school trustee who was cheated and defrauded by the smooth agent will now be free from condemnation. Will deception, misrepresentation, extravagance disappear? NO! It will shift. It will still exist. And we lose that simple unit of a democracy, the school trustee, who was 99 per cent honest and only 1 per cent dishonest. He is the one real official who is, was, and will be 100 per cent American. He served without pay, and usually without commendation, and if he failed, then our public school education and our back-to-the-farm citizenship are failures. Centralization may be more efficient; it is also farther away from democracy, and in the last analysis it is spiritually, morally, and politically wrong.

EXPRESS YOURSELF! J. D. Sweeney, the California historian, the City Superintendent of Red Bluff, is not afraid of publicity. He is a regular contributor to local papers. The Red Bluff *Daily News* of April 22 contains interesting items by him.

BOOKS AND NOTES" of the Los Angeles County Free Library is an interesting publication by Helen Vogleson and her staff. It is well edited and is used not for mere publicity, but for better service.

THE LOUD SPEAKER" is the unique title of a paper published by the student body of the Part-Time High School, San Francisco. No. 2 is dedicated to Joseph Marr Gwinn and the preword is by Mayor Rolph. It also contains the new course of study, which shows unusual judgment, careful consideration, and will lead as an outstanding document of its kind. Doctor Leonard Lundgren, who has organized and conducted

this department in San Francisco for several years, is recognized as a man who has been able to overcome great obstacles in making a success of part-time education. Doctor Lundgren has been invited to act as a member of the faculty of the State Teachers College of San Francisco during the summer session.

ELIZABETH BURRITT SNELL, appointment secretary of Stanford University, has written the following excellent statement, and this is the season when her advice and suggestions should be given publicity:

As was stated last year, school officers should be particularly careful during the next season to see that the teachers they select are the best possible ones available for the positions open. Because teachers, as a rule, are now better trained than they were previously, executives who do not inspect the whole field of available applicants are likely to be mistaken in thinking that they have found the best qualified teacher. *A very carefully outlined statement of the requirements of each position open, mimeographed and sent to each placement office at the same time, will overcome this danger.* Greater care in selecting teachers with special preparation for the subjects they are to teach would also result in a decided improvement in standards.

"THE BOOK BUILDER" of Cambridge, Mass., has the reproduction of a fine photograph of Selden C. Smith, Pacific Coast manager and one of the high executives of Ginn & Co. There is also "A Story From the Pacific Coast" that is worth reading; it is not a fairy story, but it is a real romance of business. Send to Ginn & Co., 45 Second Street, San Francisco, for free copy.

McQUARRIE HEADS SAN JOSE COLLEGE

THOMAS WILLIAM McQUARRIE, appointed by the director of education to be president of the San Jose State Teachers College, was born in Canada and migrated while a young child with his family into the State of Wisconsin, acquiring citizenship by virtue of the naturalization of his father. His secondary education was acquired in Wisconsin, as was his normal school training. He graduated from the State Normal School at Superior in 1900 and the following year was granted a life diploma to "teach in any common, high, or normal school in the State of Wisconsin." For the next five years he served in the State of Wisconsin in the public schools, attending summer sessions in 1904 and 1905 at Columbia University. From 1905 to 1917 he was teacher or principal in a boys' preparatory school in Wisconsin.



Thomas William McQuarrie

With the outbreak of the war he became Captain of "H" Company, 350th Infantry, U. S. Army, and the next year became Major of the Second Battalion, Fourteenth Infantry, assigned to staff work in France. After the close of active service he spent some time with the United States Army Staff College in France, and during the spring term studied vocational education at Kings College in London.

In 1920 Mr. McQuarrie became a teacher in the Lincoln High School, Los Angeles, which position he gave up to enter Stanford University. He was a student and coordinator with the United States Veterans Bureau, Stanford University, from 1921 to 1924, taking in course the degrees of A. B., M. A., and Ph. D. In 1924 he was appointed assistant professor of education at the University of Southern California, was later promoted to a full professorship and made director of the Metropolitan College.

THE NEW Harmony Grove High School, near Lodi, was dedicated recently. Much interest is shown in the new school. Harry Bessac, County Superintendent of San Joaquin County schools, delivered the dedicatory address.

THOMAS APPOINTED TO FRESNO COLLEGE

FRANK WATERS THOMAS, appointed by the director of education to be president of the State Teachers College at Fresno, is a native of Indiana, now in his forty-ninth year. He was educated in the public elementary and secondary schools of Indiana and graduated from the State Normal School of that state in 1902. He has received the following academic degrees: Bachelor of arts in 1905, Indiana State University; master of arts in 1910, University of Illinois; doctor of philosophy in 1926, Stanford University.



Frank Waters Thomas

Doctor Thomas's teaching experience in the public schools has been as follows: Two years in the elementary schools in Indiana; one year principal of a public high school in Illinois; five years, 1906-1911, principal of the preparatory schools of the University of Illinois. In 1911 Doctor Thomas came to California

and served for two years as principal of the high school at Santa Monica, and for the next four years, 1913-17, was principal of the Harkness Junior High School in Sacramento. In 1917 he joined the faculty of the Fresno State Teachers College as head of the department of education and vice president. Besides his work at the Fresno Teachers College, he has taught in the summer schools of the University of California at Los Angeles and at Stanford University.

Doctor Thomas has to his credit two volumes in the field of education, both published by the Houghton-Mifflin Company. They are "Training for Effective Study," published in 1921, and "Principles and Technique of Teaching," published in 1927.

SCHOOL TRANSFER DISCUSSED

THE SUPERVISORS of attendance held a state conference on Saturday, April 16, at the Lakeview Junior High School in Oakland for the purpose of deciding upon a uniform transfer system for use in California schools.

Miss Helen Heffernan, State Commissioner of Elementary Schools, presided at the meeting. At noon the conference adjourned to the Hotel Leamington and continued the meeting

at a luncheon. Among those who addressed the meeting were Mr. Bowman of Oakland, who spoke on "The Need of a Uniform Transfer System"; Mr. Byfield of Kern County, who spoke on "The Motivation of School Attendance in Kern County"; Mrs. Lillian B. Hill, "The Supervisor of Attendance as a Social Worker"; Mr. John R. Hunt of Los Angeles on "A Uniform Transfer System"; Miss Louisiana Scott "The California Council of Social Work"; Miss Juanita David "Attendance Problems," and Miss Stella Linscott, "Handicaps and Hurdles in Attendance Supervision." Those present were:

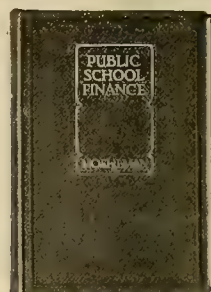
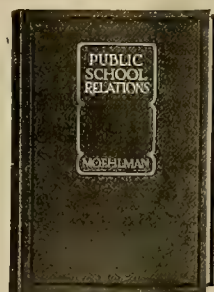
Mrs. Lillian B. Hill, Alameda County; E. P. Stafford, Fresno; John W. Young, Carpinteria; E. C. Giffen, Fresno County; Miss Louisiana F. Scott, Contra Costa County; Joseph P. Feliz, Salinas; Floyd L. Tarr, Oroville; Wayne B. Smith, Sonoma County; B. H. Bower, Santa Rosa; Miss Stella M. Linscott, Napa County; Miss Georgia A. Wmams, Santa Clara County; Mrs. M. L. Annear, Stanislaus County; Miss Etta L. Schwerdtfeger, Burbank; John R. Hunt, Los Angeles County; L. T. Rowley, Glendale; Mrs. Juanita David, San Joaquin County; Louis Best, Sacramento; Richard E. Rutledge, Oakland; T. C. McDaniel, Solano County; Miss E. Moulin, San Francisco; Miss D. Miles, San Francisco; Mrs. Alma Pool, Stockton; Mrs. H. E. Hawes, Oakland; Miss Flora Grover, Oakland; Mrs. E. P. Stafford, Fresno; C. O. Blayney, Fresno County; Miss M. L. Richmond, Tuolumne County; W. Coffman, Oakland; Mr. Bowman, Oakland; Mr. Byfield, Kern County.

The attendance supervisors met at dinner at the Hotel Leamington on May 5 to continue the work of the conference in conjunction with the meeting of the California Council of Social Work.

HARBESON ELECTED AS PASADENA PRINCIPAL

JOHN W. HARBESON, dean of the Pasadena Junior College, has been elected to succeed William F. Ewing as principal of the Pasadena High and Junior College. Mr. Harbeson came to the Pasadena High School seven years ago. He is a graduate of Kansas University and has done considerable work at the University of Chicago and Columbia University. For one year Mr. Harbeson taught history in the Pasadena High School and then was made head of the same department. For one year he was director of child welfare for the Pasadena schools.

For the last three years Mr. Harbeson has been dean of the junior college. He helped organize the college, and much of its success and its growth to an enrollment of over six hundred students has been due to his efforts.



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Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

VOTERS of the Huntington Park Union High School District recently approved the issuance of a \$650,000 bond issue. The first project in the program will be the part-time high school building; the second, a new boys' gymnasium and swimming pool, and the third and largest undertaking will be the building of a new high school. An effort will be made to have the new school ready for occupancy by September, 1928. K. L. Stockton is principal of the high school and W. L. Stuckey is Superintendent of Schools.

A NEW school is to be built northeast of Van Nuys, Los Angeles County. The Los Angeles Board of Education has recently acquired a five-acre site for the purpose.

RUTH NEIMAN has been elected president of the Bakersfield Teachers Club, Bakersfield. Other officers elected at a recent meeting include: Bessie Beard, vice president; Rada Metcalf, recording secretary; Flossie Mills, corresponding secretary; Luella Weiser, treasurer; Lois Hamman, auditor.

WILLIAM JOHN COOPER, State Superintendent of Public Instruction, will be the guest of honor May 26 at a dinner given in Bakersfield by the local Teachers Club. A public meeting will be held immediately after the dinner at the Emerson School, where Mrs. J. T. Carnahan is principal. Mr. Cooper will be the speaker of the evening. C. E. Teach is City Superintendent of Schools in Bakersfield.

A JUNIOR college district has been established in Glendale. As funds will not be available for a new school building for two years, one of the high schools will be set aside for junior college classes. Glendale citizens are planning a bond issue for the near future.

ONE OF THE points emphasized at the recent trustees' meeting held in Stockton, Cal., was the keeping of the American flags clean and fresh. County Superintendent of Schools Harry W. Bessae made the recommendation.

IT IS expected that the new \$250,000 high school plant being erected in Auburn will be ready for use next September. Many of the buildings are already completed. The school will have a capacity of about six hundred. The average attendance at the present time is three hundred students.

WATERFORD, a town near Stockton, has approved a bond issue of \$15,000 for the improvement of its grammar school.

H. A. SESSIONS, former principal of the Laguna Grammar School, Fresno, has been appointed Supervisor of Rural Schools for Kings County and has already assumed his new duties. Warren E. Lewellen, an experienced teacher who has been studying at the Fresno State Teachers College, is now principal of the Laguna Grammar School.

SCOUTING as a social influence, correlating with education, will be given during the summer session of the University of California, department of education. It is thought that superintendents, principals, and teachers will especially welcome this work.

MISS FAYE YOUNG has been appointed teacher for the Wasioja School, the most isolated district in Santa Barbara County.

A STATE appropriation of \$74,997.65 for the schools of Santa Barbara County has been apportioned by A. S. Pope, County Superintendent of Schools. The apportionments are made upon a fixed teacher and pupil basis from last year's records and are figured definitely at the opening of the school year. Of the present apportionment Santa Barbara City receives \$20,918.27 for high schools and \$2,487.45 for special classes.

A NEW \$100,000 high school is to be built in Mount Shasta City. Work is to begin almost immediately. The building will be of concrete with an exterior finish of California stucco. John W. Luttrell is District Superintendent of Schools in Mount Shasta City. J. E. Hurley is principal of the high school.

SUPERINTENDENT BESSAC of San Joaquin County conducted the annual trustees' institute for San Joaquin County on April 18. The institute speakers were Miss Helen Hefernan, State Commissioner of Elementary Schools; Walter Morgan, Assistant State Superintendent of Public Instruction, and George C. Jensen, director of research, C. T. A.

A SPECIAL tax of \$45,000 to provide for the extension of the grammar schools of San Mateo has been favorably voted upon. The work is to be done this summer. A new tract of land for a primary school is to be purchased, a new auditorium is to be built, and many improvements are to be made with the money. George W. Hall is City Superintendent of Schools.

Notice of Examination

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Saturday, June 11, 1927.

For further information and application blanks apply to Deputy Superintendent Walter C. Nolan, Department of Education, San Francisco.

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STANDARD SCHOOL, OILDALE

THIS MONTH work is to begin on the new \$80,000 addition to the Standard School in Oildale, near Bakersfield. The new building will have a capacity of over four hundred pupils, it is reported. As the school is on the main highway from Bakersfield to the Kern River oil fields, a subway under the state highway is to be built.

One-half of the funds for this purpose will be contributed by Supervisor J. O. Hart out of his road fund and the other half will be supplied from the school fund. The cost of the subway is estimated at \$5000. A foot-bridge has been built across the Kern River, which is near the school, and so this district is minimizing the danger of traffic in every way.

As the Standard School now accommodates over four hundred children, its capacity will be practically doubled. L. E. Chenoweth is Superintendent of the Kern County schools and J. J. Morgan is District Superintendent.

NAVY AND SCHOOLS UNITE

APPROVED by the Navy Department, the state school authorities, and the Vallejo Board of Education, a plan of vocational education whereby the facilities of the Mare Island Navy Yard will be utilized will be commenced in the Vallejo schools on July 1 by Elmer L. Cave, Superintendent of Schools. The local board recently gave its approval by resolution and authorized Superintendent Cave to proceed with the necessary organization.

A second step in vocational education has been outlined to the board by Superintendent Cave and includes coöperation between the schools and certain local industries. Inasmuch as there are no shops at the Vallejo High School, students will receive training in the shops of local industries. Superintendent Cave is now conferring with the representatives of local concerns and has met with encouraging response. This second plan has the approval of state authorities.

HUMANE EDUCATION ESSAYS

THE ESSAY contest which has been conducted by the Latham Foundation for the Promotion of Humane Education, Oakland, in the Alameda County schools, has closed, and the essays are being read. The prizes will be awarded according to the judging by Miss Genevieve M. McKeever, who is a member of the County Board of Education. There have been more than three hundred essays on humane subjects received, many of which show the result of the year's thought and work along humane lines which the Foundation has been giving the children.

In regard to humane education, County Superintendent David E. Martin has said: "This work is of the utmost importance in character building, which is being played up so strongly in our present educational program. In this connection and for this purpose I cannot too strongly indorse the excellent work being done by the Latham Foundation."

THE NEW Beverly Hills High School will begin work next September, according to announcement of Ralph D. Wadsworth, principal. Surveys to meet the needs of the pupils have been in process for the last several months.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Joint District Meeting

ASHLOMAR, the Y. W. C. A. conference grounds in Monterey County, was a perfect setting for the delightful, informal meeting of the first, second, and third districts of the California Library Association, April 21, 23, and 24. About fifty librarians gathered on Friday evening for unscheduled conferences about the fireplace in the living-room of Scripps House. Saturday morning there were two round tables attended by all the delegates. The first, on school libraries, was interestingly conducted by Mrs. Elizabeth Madison, supervisor of school libraries in Oakland. The speakers on school library subjects were Miss Margaret Girdner, librarian of the High School of Commerce, San Francisco; Miss Elizabeth Patton, librarian of the Garfield Junior High School, Berkeley, and president of the Northern Section of the School Libraries Association, and Miss Faith Smith, librarian of the Lange Library of Education, University of California. Informal discussions followed the talks.

Miss Edith Coulter of the University of California Library led the discussion on Personnel Problems, with a review of the "Proposed Classification and Compensation Plan for Library Positions." This is the final report of the Bureau of Public Personnel Administration to the American Library Association Committee on the Classification of Library Personnel. The plan proposed is not meeting with unanimous favor among librarians, and Miss Coulter's clear presentation of its main points was followed by comments of librarians present representing different types of libraries.

The entire group met again in the afternoon to hear some charming children's songs given by Mrs. Amy Stafford, music supervisor in the Monterey High School. Two round tables were then held simultaneously—one on circulation problems, led by Miss Frances Patterson, librarian of the Palo Alto Public Library, and the other on county libraries and rural schools, conducted by Miss Jean D. Baird, in charge of the school department of the Alameda County Free Library.

One of the very interesting features of the conference was a "Gay Nineties" party on Saturday evening. About half of the delegates appeared in costumes of the nineties or somewhat earlier and presented a wonderful sight. Miss Clara Dills, librarian of the Solano County Library, and president of the Third District, was in charge of the program, which consisted of a march of those in costume, followed by living pictures of scenes from the nineties, and the singing of songs of the period. The incidental music for the pictures and accompaniments for the songs were furnished by Miss Anna Kyle, music supervisor of Solano County.

Miss Mary Barmby, librarian of the Alameda County Free Library, and president of the First and Second Districts, introduced a pleasant feature in opening the meeting on Saturday morning. She asked for a roll call of those present, each person in turn introducing the librarian on her right. This brought out that the following libraries were represented besides those already mentioned: The public libraries of Pacific Grove, Monterey, Salinas, Santa Cruz, Oakland, San Francisco, Mill Valley, Lodi, Los Angeles, Sacramento; Santa Cruz High School, Cali-

leo High School, San Francisco; the Monterey, San Benito, Santa Clara, and Contra Costa county libraries; the San Mateo Junior College Library; Stanford University Library, and the State Library.

A final pleasure given the visiting librarians was a nature talk on Sunday morning by Professor Harold Heath of the Hopkins Marine Station at Pacific Grove. This was arranged by Miss Anne Hadden, librarian of the Monterey County Library.

The perfect weather, delightful surroundings, the profusion of wild flowers on every side, and the enjoyable informality of the gathering made a meeting long to be remembered.

Los Angeles Library School

BEGINNING with the fall term of 1927, the Los Angeles Library School will become essentially a regional library school for public libraries, placing the emphasis on training for public libraries and specializing on the training of children's librarians and cataloguers.

Miss Marion Horton, principal of the library school, has traced the history, purpose, and development of the school from its establishment in 1891 to the present time and has told of its future plans:

While circulation statistics are by no means the only measuring stick applied to the modern public library, the majority of the library's books are in use most of the time. The home use of books is measured in millions and the gratitude of patrons who read for information as well as for recreation testifies to the important part books play in their lives.

The public library finds a wide field for research and for recreational reading. It must be prepared to answer the questions of every type of reader: business men, scientists, artists, musicians, club women, city officials, foreigners, children.

Training for public library work, therefore, must be thorough and varied. Los Angeles was one of the first libraries in the county to recognize the need for trained assistants, and a class was established in the library in 1891. Although planned primarily to fill vacancies on its own staff, the training class was recognized as a source of supply for other California libraries. Graduates went into college, normal school, county, and public libraries. Organized at first as an apprentice class, and later as a more formal training class, the school continued for twenty-three years. In 1914 its scope was expanded, the faculty increased, and the courses reorganized as a one-year library school. In 1918 it was admitted to the Association of American Library Schools, and in 1926 it was ranked as a junior undergraduate library school by the American Library Association Board of Education for Librarianship. In the thirty-five years of its existence, 397 persons have completed either the training class or the library school course and 232 of these are now in library work.

Because of the great demand for qualified workers in public libraries, the library commissioners of the Los Angeles Public Library have decided that the school shall specialize in preparation for public library work. The location of the school in the beautiful new building of the Public Library assures excellent facilities for study of public library problems. The main library is the center of library activity for a large city, and its 130 distributing agencies, ranging in size from the \$100,000 Hollywood branch to the ready-cut bungalow branch and the deposit stations in stores and institutions, offer many types of administrative and book-selection problems. The different departments of the main library—science, technology, sociology, art, music, literature, history, genealogy, philoso-

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The situation of the school in a large public library makes it responsive to new currents of thought in the library world. Students' supervised field work and the projects planned for the different courses are closely connected with the actual work of the library, so that theory is constantly balanced by experience.

In addition to the fundamental courses required in all types of library work, students may elect courses in work with children, advanced cataloging, branch administration, or bibliography. Beginning with the fall of 1927, preference will be given to applicants who hope to work in public libraries in Southern California.

Riverside Library Service School

THE PAST and present practices of the Riverside Library Service School are given by Charles F. Woods, librarian of the Riverside Public Library, and director of the school, in the following interesting story regarding this widely known institution:

The Riverside Library Service School was established in 1913 during the librarianship of Joseph F. Daniels. The plan of the school formerly comprised three courses—a winter session, usually of ten weeks; a summer session of six weeks, and an eleven months' course, embracing the work of both short sessions. In 1926, partly for economic reasons and partly because of the excessive length of the term, the winter session was dropped, the long course shortened to thirty-two weeks (twenty-four of which are of six days each), and the summer session lengthened to eight weeks, with a number of special courses added to a full eight weeks' regular course. The lectures formerly offered in the winter session have been extended in scope, increased in number, and distributed through the twenty-four weeks of the course preceding the summer school, thus bringing our practice more into line with that of other schools. This has been done, however, without sacrificing the cardinal principle on which the school was founded, which was held as well by Andrew Carnegie, "always a firm believer in the educational value of training by doing." It is to the practice work in the Riverside Library Service School that the versatility and ready skill of its students may be attributed.

In addition to the instruction given by the library staff, the school has always made a feature of courses by persons of special skill, often brought from Eastern states for the purpose. This is still continued and a special effort has been made during recent years to broaden the curriculum of the school so that instruction is now offered in practically all subjects found in any library school. Some special features are courses on business libraries, school libraries, in the appreciation of music, modern languages for cataloguers (embracing four languages), and a series of special lectures by professors of the Riverside Junior College on the bibliography of various sciences. Arrangements have been made for practice work by each student of the

year course in some two of four special libraries. In addition to public and county library work, this means that every graduate of the Riverside Library Service School now has experience in four types of libraries.

The year course is thus a general one. The types of positions secured depend upon the native abilities and previous preparation of the student. Immediate placements of our students have varied in the past from minor assistants to high school librarians, at salaries ranging from \$85 to \$180 per month. In its long and short courses, the school has had 581 students, from thirty-three states and five foreign countries. Inquiries regarding the school and placements continue to come in increasing numbers from all parts of the country, while the enrollment for both courses is filled long in advance.

Entrance requirements are: For the year course at least one year of college work (with prospect of increase to two) and references showing proper personal qualifications; for the summer session, previous library experience or definite assurance of employment on completion of the course.

"Treasure Trails"

"TREASURE TRAILS," now being published by the Macmillan Publishing Company, is the alluring title of the first volume of a series of four supplementary readers, compiled by Miss Wilhelmina Harper, librarian of the boys' and girls' library, a department of the Kern County Free Library.

Aymer Jay Hamilton, principal of the University Elementary School and lecturer in education, University of California, assisted Miss Harper with her books.

The selections are written particularly for modern children by children's authors who know through experience the best appeal to children's fancies and interests. An effort has been made to eliminate selections that may be found in other readers.

The books are illustrated in color by Maud and Miska Petersham, who are classed among the cleverest illustrators of children's books.

Miss Harper has compiled several other books, among which are "Story Hour Favorites," "Fillmore Folk Tales," and "The Magic Fairy Tales."

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ABOUT BOOKS

DUNE AND DESERT FOLK, by Bruce W. McDaniel: As a part of the study of California the desert should not be neglected when teaching geography or botany or other subjects, and other states should be interested in a study so different and interesting as certain portions of California presents. Hence it is that such a book as "Dune and Desert Folk," which is authoritative in its dealing with life on the desert, is a volume of great value. The material is the desert concentrated, the information though factual is fascinating, and the full-page illustrations, which are exquisite photographs, are a true enrichment. The author has been a desert dweller and a desert student. He has recorded his observations in clear and concise style. The volume contains material which should be welcome in every schoolroom and library and in the home of every nature-lover and "desert rat." Children will particularly enjoy the broad method of handling the material which the author has adopted and they will find plenty of material which will stimulate them to further study of physical geography, botany, California history, Indian stories, etc. (Swetland Publishing Company of California, 658 Chamber of Commerce Building, Los Angeles, Cal.)

NORTH AMERICA, by Harold W. Fairbanks: This geography is one of a new progressive series of geographies developed according to the problem method. Two particular points stand out in glancing at the book: first, that the problem method is followed entirely, thus abolishing dead facts to be memorized and creating intensive study, thought, and interest on the part of the student; second, the historical background of North America is

taken into consideration, as its settlement and development lends itself to a consecutive treatment of regions. In his preface the author says: "In reviewing the present text the author would ask teachers not to consider it from the point of view of the old geography, in which the acquirement of facts was the chief aim, but rather from the point of view which holds that the acquirement of facts is secondary and does not test real progress, but that the primary aim of the coming geography is an understanding of the relationship between facts. The author does not believe that facts offered as facts are real geography at all." This latter statement is the keynote of the entire series of Fairbanks's geographies. This book is a triumph in book-making. It is beautifully illustrated with colored maps and pictures and each one of these is a problem that enriches the text. (Harr Wagner Publishing Company, 149 New Montgomery Street, San Francisco. Price \$1.87.)

PUBLIC SCHOOL FINANCE, A Discussion of the General Principles Underlying the Organization and Administration of the Finance Activity in Public Education Together With a Practical Technique, by Arthur B. Moehlman: Problems presented and solved in a practical manner. (Rand, McNally & Co., 536 South Clark Street, Chicago, Ill.)

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My FIRST BOOK, by Bessie Blackstone Coleman, illustrated by Shirely Kite: Such a book as this makes the adult wish he could begin to learn to read all over again! It contains but twenty-seven pages of material for the child and about twice that number of words. Characters are introduced and then follows something of the everyday life of the children expressed in simplest and most attractive terms. The illustrations are charming. Any child should love this book and teachers profit by the special note to them and the method of presenting the material which is included. The book is bound in blue cardboard. (Silver, Burdette & Co., 39 Division Street, Newark, N. J.)

MODERN PLANE GEOMETRY, by John R. Clark and Arthur S. Otis: A book for high school mathematics. Instructional tests and time limits provided. (World Book Company, Yonkers-on-Hudson, New York. Price \$1.36.)

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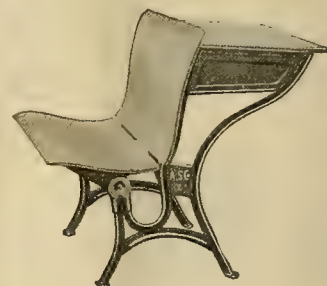
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THE WESTERN JOURNAL of EDUCATION



JUNE, 1927



—From the Book "A Man Unafraid."

JOHN CHARLES FRÉMONT

The name of Frémont was proposed by many people for a place among the California "Immortals." The Legislature selected Serra and Thomas Starr King. Frémont's fame, however, as an explorer, a general, a United States Senator, and the first candidate of the Republican Party for President, continues to grow. Herbert Bashford and Harr Wagner have just completed a biography of "A Man Unafraid," the story of John Charles Frémont, and the Harr Wagner Publishing Company announces its publication date as July 10, 1927.

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VOL. XXXIII, No. 6

SAN FRANCISCO, JUNE, 1927

PRICE, 15 CENTS

THE SOCIALIZED IDEAL IN REINFORCED CONCRETE

Two New Junior High Schools in San Jose

By IRMAGARDE RICHARDS

SAN JOSE has recently attracted the attention of educators because of their interest in her two new junior high schools. This interest has not been centered in the architectural beauty of the buildings, although they are very handsome, but in the success with which Superintendent Walter Bachrodt and his corps of teachers have embodied in these buildings the ideal of the socialized school.

Mr. Bachrodt has a practical and effective faith in the school as a social community closely allied to the community life of the city of which it is a part. His faith, and its effectiveness, was first of all indicated by the hearty support which he won from San Jose in obtaining funds for these buildings. San Jose is not an especially wealthy community. It is not the type of community in which large expenditures for educational purposes could be always expected. But such good work was done in "socializing" the consciousness of San Jose that bonds were voted for these new schools to the amount of \$760,000, and out of a total registration of 19,000 only 602 adverse votes were polled. This was certainly a cheerful endorsement from San Jose of its faith in the ideals and plans of its schools. In addition to the amount of the bonds, \$200,000 has been spent in the buildings from current funds, and they are not yet entirely finished.

In making the plans for the buildings, Mr. Bachrodt proceeded along the same lines to enlist community effort. All the initial work was talked over with the teachers themselves. They were given opportunity to plan for their exact requirements, and to ask for whatever they needed to make their work effective. These preliminary and individual plans were worked over by the executive force into a coordinated whole. The architects that sat in at these councils acted not as creators of the plans, but as interpreters, translating into the technical language of builders the ideas that originated with the actual teaching force.

In this task of interpretation San Jose was fortunate in having the services of Mr. Hill, Assistant Superintendent of schools. Mr. Hill, in addition to his experience as teacher and school administrator, had had the training and six years' practical experience as an architect. He was thus specially fitted to act as a link between the teachers, with their requirements, and the architects, with their technical problems. The two new schools—their practical efficiency and their beauty of form—and as a monument to this happy combination of creative ideas, and no less as a monument to San Jose's faith in the ideal of community effort.

Both schools are of the early California Spanish type, although they do not adhere strictly to this style in detail. The buildings are of one or two stories only, built around courts, roofed with tiles, and decorated with attractive insets of glazed tile. In the grounds of the Roosevelt School some splendid old trees lend dignity to the new buildings, while the plans for landscape gardening on both sites will bring into full appreciation the warm buff walls and the grace of line which characterizes both schools.

For the beauty of the exteriors, due credit must be given the

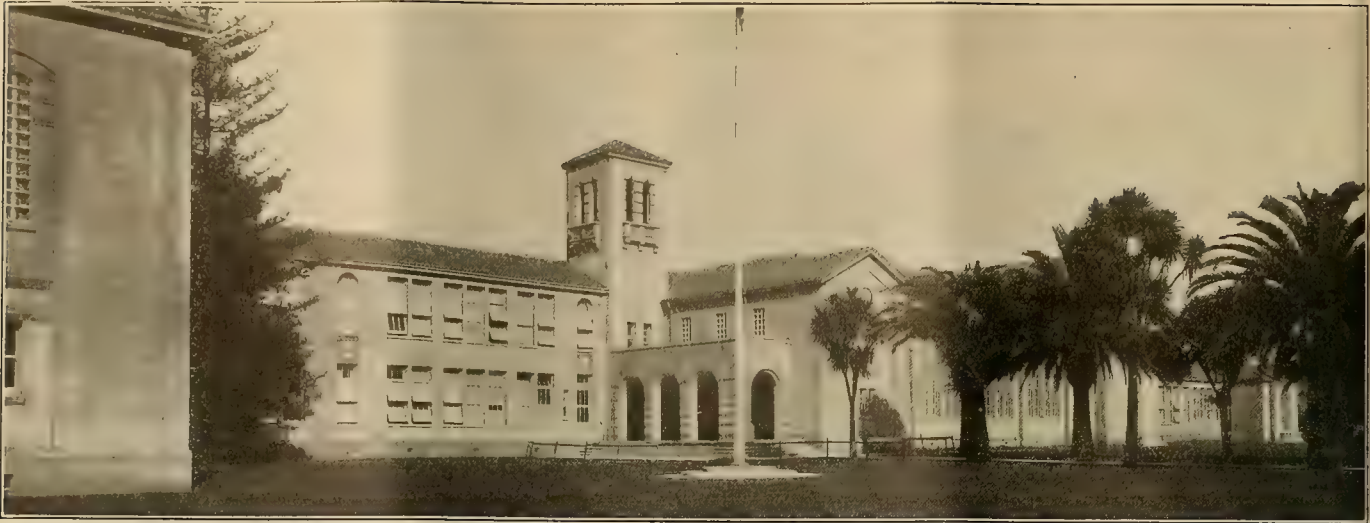
professional architects. But passing inside to the classrooms, workrooms, and offices, it is plain to the experienced eye that here is a building planned by teachers, for teachers, to teach in. Every classroom is designed to teach some particular subject. Who does not know the school where all the rooms are more or less uniform—four walls, some blackboards, so many seats for pupils, a teacher's desk, and there is a classroom! In these schools no one could mistake an English classroom for a mathematics room! Board space, desks, equipment—all speak clearly the purpose for which they are intended.

In no way are these schools more distinguished than by the generous provision made throughout for the storage of material and equipment. Shelves, cupboards, files, drawers, and racks—in every room there are arrangements for orderly storage space that is not only generous in its capacity, but also is exactly fitted for the kind of material that is to be used in that particular room. For example, English classrooms have filing equipment for themes that rivals in its completeness the best filing systems of the modern office. So, up from this small but complicated material of themes, the same systematic provision has been made, through the larger requirements of the laboratories, domestic science departments, studios with their art materials, music departments with their sound-proof practice rooms and their equipment for the care of band and orchestra instruments, up to the ample spaces of the shops and their bulky tools and materials.

Everywhere the note is order and comfort, for pupil and teacher alike. Even the janitors had their chance to ask for consideration of their needs, and they are provided with roomy closets and equipment and conveniences that must throw the cheer of real comfort into the routine of their tasks. The superintendent boasts that a five-pound box of candy has long stood as a prize to that member of the school community who can find any object used in the school life for which suitable storage space is not provided. So far the box of candy is unclaimed!

The hours of these schools are long, for the children are using the buildings continuously from 8:30 a. m. to 4 p. m. The ideal of the schools is to reproduce for the pupils, through this long school day, a full community life, with the opportunities of a community for social and individual development. So, in addition to its classrooms and laboratories, each building has a beautiful library, well stocked, a good-sized auditorium with the technical equipment of the modern stage, a printing shop where the school paper is produced, gymnasiums and showers, plans for swimming pool, and the usual provision for shop work and domestic science.

Especial thought seems to have been given to the opportunities for social development that come through music and drama, for in addition to the formal large theater, there is a captivating little stage and its equipment in the classroom for oral English, and in one of the schools an open court is being converted into an outdoor auditorium that has a lovely charm of walls and columns, gardens, and bright sky. Especial thought has been taken of many children's natural gift for gardening, and a small but well-equipped horticultural department may



The new Roosevelt Junior High School, San Jose, Cal.

convert many a youngster from a gardener to a landscape artist.

Another instance of the adaptation to school life of the opportunities of community life is the placing of display cases here and there in the long spacious hallways. Here, under glass, with generous space for attractive display, are placed objects of use, beauty, and interest which the pupils have created, so that all the school can appreciate and applaud the achievements of the different departments.

Equal care has been taken for the personal comfort of the faculty. A small private office has been provided for each department, so that every teacher has some place to call his or her own—a place for personal belongings, for quiet work, for individual conferences. One more detail illustrates the provision for faculty comfort. What teacher does not remember the occasions when special stress of work has kept her shivering after hours in a building from which the central heat has long been turned off? In these schools no belated worker need

dread this discomfort, for an auxiliary heating system warms the room in use when all the rest of the building has lapsed to silent chill.

True to their ideal of social usefulness, these schools are in frequent use outside of school hours, for evening adult classes and for all sorts of community enterprises. For these special uses only certain rooms are needed, but those attending such exercises are not left to wander about the long stretches of halls and rooms in search of their meeting place. At all the important intersections of the building there are neat, narrow panels in the walls. These panels open, and a stout metal grille extends out from a niche in the wall, across the passageway effectively closing it. Thus the incoming group needs only to know its entrance door. From that door it is "routed" without loss of time to its meeting place by the use of these convenient gates.

Within these buildings, so admirably equipped for human comfort and efficiency, goes on a daily program of studies and activities which, like the buildings themselves, is based on an ideal of socialized school life. How this ideal works toward fulfillment can be indicated only by a glimpse here and there. For example, the course of study called "social science," in which history, civics, geography, and economics are studied in a correlation which unfolds before the pupil the story of human progress through peace and industry, and reserves war and its fruits, as a separate study; the requirement of general science throughout the three-year course, balanced by an equally definite requirement for work in music and art; the classification of pupils on the basis of primary school records and graded tests, a classification which to a large extent the pupil is unaware, but which results in greater contentment and success than ever was attained under the old system of uniform grouping. The happy results of these efforts towards socialization of the schools is attested by figures; for example, the loss of pupils in these schools after the ninth year is only 8 per cent as against a loss of 40 per cent in the average school.

Apart from the formal class work, the student activities still center around the ideal of a socialized life. Every child belongs to a "club" of some sort; these clubs are formed out of spontaneous interests on the part of the children, but they include some member of the faculty as guide or adviser. The tone of the athletic life of the school is well illustrated by a story told of one small boy encountered as he came home from the great event of the year, the annual track meet. "Who won the meet?" he was asked. "Gee! I did!" "What do you mean, you did?" "Well, I won the race I was in." "But who won the meet?" "Why, I don't know; everybody won something!" If such a spirit could be fostered into a permanent tradition, the future of athletics, with their anti-social concentration of interest on a chosen few, and the hectic rivalry



MISS BESSIE I. COLE



MISS NELL O'BRIEN

Miss Cole, principal of the Theodore Roosevelt Junior High School, San Jose, is a graduate of Albion College, the University of Michigan, and has studied at the University of California. She was formerly head of the English department of the Albion High School; vice principal of the high school, Jackson, Mich.; principal of the high school, Rapid City, N. D.; teacher in the San Jose High School, and vice principal of the Theodore Roosevelt High School, where she is now established as principal.

Miss O'Brien, who is principal of the Woodrow Wilson Junior High School, San Jose, is a graduate of a state teachers college, Columbia University, and she has studied at both Stanford University and the University of California. She has been a teacher in the schools of San Jose, a critic teacher at the San Jose State Teachers College, and she was principal of the Washington Grammar School before assuming her present position.

of interscholastic contests, would loom less ominously in the educational world.

Other indications of the spirit of the schools are shown in the order that prevails as the torrent of students pours through the halls, all confusion or disorder prevented by a system of student traffic officers; by the neat and attractive appearance of the girls, who voluntarily adopted middy costumes and banned cosmetics; by the fine discipline maintained by the student body, which functions under the forms of a civil court and dispenses justice with good sense and seriousness.

GEOPGRAPHER RETURNS WITH NEW MATERIAL

DOCTOR H. W. FAIRBANKS, author of "Real Geography and Its Place in the School," and of the series of geographies developed according to the problem method, has just returned from a six months' trip through the islands of the Pacific, New Zealand, Australia, the Dutch East Indies, including Celebes, Bali, Java, Sumatra, the Malay States, Borneo, and the Philippine Islands. The distance covered by steamer was about 25,000 miles. The route taken was a very irregular one and necessitated the use of fourteen different steamers. Land trips were made in Java, Sumatra, the Malay states, and in the Philippines, as well as in Australia and New Zealand.

To the ordinary interest of the land trip in Sumatra was added the fact that the route took him through the heart of a wild district recently in insurrection. To the great interest of the City of Jolo in the Sulu Archipelago was added the fact that he had an opportunity to see the Moro chief who had just been captured and journey on the same little boat with him to Zamboanga. Of less interest was the confinement upon the steamer from Manila to Sydney for eighteen days, owing to a case of smallpox in the steerage.

In spite of the fact that the most of the time was spent in the tropics, but little inconvenience on account of heat was experienced, although the rains were at times very severe. Some of the steamers were very uncomfortable on account of

cold weather experienced where it was not looked for. The air seemed to be almost always bracing or really cold about New Zealand, while the trip from Honolulu to Los Angeles was so cold that for four days heavy outerecoats were worn by those who had them.

A vast amount of geographical material was collected to be used later in texts covering the region traversed. In addition, careful study of the diet of the natives, as well as of the white residents, was made for the especial purpose of throwing new light on the problem of the conquest of the tropics by the white race. The conclusion was reached that the inefficiency of the natives and the apparent lack of stamina of the white race in the tropics is due more to bad eating and drinking habits than it is to the unsuitability of the climate. Doctor Fairbanks is thoroughly convinced that the serious effects of a wrong diet in the tropics has not received the attention which it should on the part of those concerned.

COLE HEADS TEACHER GROUP

A GRAMMAR school principals' association of the central coast section of the California Teachers Association has been formed. More than one hundred grammar school principals from Monterey, San Benito, Santa Cruz, and San Luis Obispo counties met in Salinas recently for the purpose of organizing. The meeting was called by Miss Edith E. Fikes of Santa Cruz. A similar organization has been formed in the northern part of California and also in the South. It is thought that this movement will be general throughout the state, with an enrollment of several thousand members. Officers elected for the central group include: President, P. O. Cole, San Luis Obispo; vice president, Miss Edith Fiske, Santa Cruz; secretary-treasurer, T. D. Johnson, San Juan; chairman of programs, Mrs. Lois E. Johnson, Monterey; executive board, P. O. Cole of San Luis Obispo County, T. D. Johnson of San Benito County, Don Nugent of San Luis Obispo County, Stanley J. Krikac of Monterey County.



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READING: ITS RELATION TO GROUP ACTIVITIES

By MARJORIE HARDY

University Elementary School, University of Chicago

THE EXTENSION of the social activities of the kindergarten into the primary school becomes for two reasons a necessity:

1. It is through these activities that the child may continue to develop and form desirable habits and attitudes which make for a comfortable happy social adjustment in school and out of school.

2. It is in connection with these activities that the child may be given opportunities for finding himself in relation to reading and thus develop right attitudes toward books and reading—attitudes which have an important bearing on learning to read as well as on the attaining of the ultimate intellectual interests acquired through use of books.

Surely a comfortable and happy adjustment to one's environment is the most important thing in life. Maladjustment in adult life may be traced to the person's very early training and to his lack of experiences of the proper sort during the early years. Fortunate indeed is the person who has happily made the adjustment to his environment.

Fortunate also is the person who has developed a real love for reading plus an ability to read well, which prompts him to read extensively. To possess this gift one must have made reading a part of himself through having acquired the right attitudes toward books and reading, in addition to his ability to read easily and well. Failure of a person in adult life to want to read and to read well may be traced to poor training in learning to read and to lack of opportunities for developing right attitudes toward reading.

From the start, whether it be in the home, in the kindergarten, or first grade, the child's reaction and responses to the printed symbols in the form of feeling, thought, and attitude must be of the right sort. The indefinable something which every lover of reading has is something which comes from within. It cannot be taught, but very definite things may be done to stir the child within, and lead him to make reading a part of himself. One reason that the child who has learned on his own initiative at home becomes a lover of reading and a good reader is that he became aware of reading in a natural, normal way; reading was not forced on him by overambitious parents.

Every child in school should be given a fair chance to get the indefinable something which comes from within. The overambitious teacher who wishes to make skilful readers of her beginners at the mercy of developing favorable attitudes, pleasant reactions, and feelings upon which the attainment of the ultimate objectives depends is rapidly giving way to the teacher who wishes to make it possible for the child first to find reading—to become aware of symbols standing for meaning, to want to read, to take reading and make it a part of himself

and to use it to the fullest. This teacher knows that a continuation of the social activities is necessary, for they give these opportunities, and therefore she proceeds through systematic teaching to make reading a part and an outgrowth of activities which are in the child's world and which seem very real and full of meaning to him.

Let us see how reading is being made a part and an outgrowth of activities in a first grade in the University Elementary School at the present time. The children have been with the same teacher since October. They have had opportunities for continuing the activities common to the kindergarten with the new element—reading—related to and made a part of them. Let us enter the first grade before the children arrive. The appearance of the two rooms, one a small group room, indicates various interests. In the small room are benches, tools, wood, lumber, cartons, blocks, paints, and other material for building and construction. In the same room is a large puppet theater which the children have made of large cardboard cartons covered with brick paper. A poster on the theater indicates that the children are planning to give "The Three Bears." The furniture made of wood and many other stage properties show that the children have spent much time and effort on them.

In the large room is a library—a space along the wall of the room partitioned off by cardboard procured from cutting up cartons of cardboard twenty-two inches high. In the library are small tables, bookshelves made of orange crates, and a bulletin board upon which are posted the following, easily read from the far end of the room:

Music We Like

Minuet in G
Humoresque
To a Wild Rose
To a Water Lily
Minuet in D

Poems for Our Books

1. At the Seaside
2. The Bluebird
3. The Robin
4. The Pansy
5. The Butterfly
6. Spring

(The list of poems was used by the children in pasting poems in their books which they themselves made.)

Another center of interest is the museum case. This is a bookcase that holds all sorts of interesting nature material that has been brought to school by the children. These things are labeled. Near the museum case hangs the following chart:

Things in Our Museum Case

Milkweed pods	Quartz crystals
Starfish	Mica
Shells	Coal
Cones	Granite
Birds	Cocoons

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In a conspicuous corner of the room is a bulletin board upon which is posted a picture of a hermit thrush accompanied by a chart containing the following question: "Do you know who I am?" Near by hangs a series of charts, one on top of the other, labeled "Bird Riddles." Several pictures of birds that apparently have been posted with the riddles are in view above the blackboard. The top chart is as follows:

Do you know who I am?
I am a small bird.
I eat seeds.
I am yellow and black.

Another set of charts labeled "Our Own Poems" hangs near, and from the titles it is clear that the list of poems on the bulletin board refers to these poems which the children have themselves composed. Still another set of charts called "Diary Charts," recording interesting things the group has done, hangs near by. A chart card holder with sentences and names upon charts slipped into slots bears the heading "Room Duties." The chart reads as follows:

Room Duties

You may feed the goldfish. Mary.
You may water the plants. John.
You may look after the books. Jeanne.
You may take care of the boxes. James.
You may look after the coatroom. Reed.

Across the top of the front blackboard is a poster in the process of being made. At one end of it is a picture of a theater which a child has made to represent the puppet theater which the group has made in the small group room. Figures of boys and girls are running and walking toward the theater. It is apparent that the figures have been colored according to directions since there are printed directions in evidence. On a wire stretched across the blackboard hangs a large calendar. Near it is a chart called "Things We May Do," with several sentences suggesting activities:

Things We May Do

We may make things. We may write.
We may draw. We may paint.
We may read.

An account of what took place in this schoolroom during the morning will follow.

As the children entered the room they ran to the teacher to say "Good morning," removed their wraps, and went about some self-initiated activity. Several children came in with books. These children signed their names to a paper posted for the purpose of listing the names of children who had prepared something to read to the group—something found in a book at home or in the room library.

When the teacher struck the triangle the children put away their work and rested at their tables for a few moments. They then grouped themselves about the teacher for the conversation period. As it was Monday the sentences on the duty chart had been shifted about and the names changed; therefore the teacher asked those who saw their names on the duty chart to stand. The entire group began reading the chart to see what names were there, and to see if the right children stood, and then listened attentively to those standing as they reported to the group the duties they had been assigned. Several whose names were there said that they had read the duties as soon as they came into the room and had already done their duties.

The teacher then said, "I should like to know what you were doing this morning before I called you together. Read silently the sentence I point to on the chart, and if you did the thing that the sentence says we may do, stand." The teacher then pointed to the sentence, "We may make things." The children read silently; then several stood. Those standing were asked to tell what they were making. One child replied that she had made a book and had called it "My Story Book," and that she intended writing stories for it telling about things we were doing at school and what she was doing at home. Several children had made things of wood; one child had made a paper doll for the table of the bears, and so on.

In like manner the teacher pointed to every sentence. When the children were asked to read silently the sentence, "We may

read," several children said they had read the bulletin board and that they knew the answer to the question; whereupon one child announced that the bird was the hermit thrush. The teacher asked how he knew and he said, "It is just like the bird that Tommy found that we saw yesterday." The teacher then said, "Tomorrow look on the bulletin board and read a new sentence that I shall put there. It will be something interesting that this thrush would like to have you know about himself. It will be printed right under the question that is there today."

The teacher then said to the group, "We have added several new birds to our collection while Mary, Frank, and John were absent." A child then suggested, "Let's read the riddle charts to them and see if they can find the bird pictures." Using the child's suggestion, the teacher said, "We are not sure which bird riddles they have not read; so let us all read each riddle silently and then have some child whisper the name of the bird to me, and if he tells me the right bird he may point to it." After reading the riddles silently several children said, "I can find the bird, but I have forgotten its name." The children who had been absent were shown the new birds' pictures after they had silently read the riddles.

After the children had read all the riddles the teacher said, "Reading about these birds reminds me of a poem I know." The children asked to hear it. The teacher then said, "It is in the book 'For Days and Days.'" A child said, "That book is in our library; I will get it." The teacher told the children the name of the poem and asked a child to find it. After looking in the index the child quickly found it and handed it to the teacher to read. After it had been read a child asked, "What page is that on? I want to find it at our library period and read it." "That would be a pleasant thing to do," the teacher said, and asked one of the children to make the page number on the blackboard. She also said, "You will find other bird poems in that book." One child said, "That reminds me of our own bird poems; we ought to read them to the children who were absent." Using the child's suggestion, the teacher asked if it would not be a good plan while the poem charts were being shown for the child who had written the poem to choose some child to read it to the group. The reading of the bird poems in this way was followed by the reading of their poems about things other than birds.

The teacher asked a child to bring to the group the list which the children with books to read to the group had signed before school. The child brought the slip, counted the names upon it, put the number on the board. "Today," the teacher said, "ten children have prepared something to read to us. Last Friday there were eight. How many more today are there than there were last Friday? Yes, ten is two more than eight." The children who had signed their names showed to the group the books they had brought and told the names of the books. There was time for only one to read. The others were promised time for their turns later. Mary, who was the one first to have her turn, said, "The name of this book is 'Reading to Find Out.' I found it in our library. I found a game in this book which I think the children would like to play." She read the description of a game to the group. By now it was time for one group to go to games, so the teacher suggested that she take the book and teach the children to play it at games. The child said she did not need the book for she could remember how the game was to be played. A child suggested that they take the book, however, in case they needed to refer to it.

While one group had games another group, the slower one, for twenty minutes read from books under the teacher's supervision. The comments made by the children during the reading of the story indicated their interest in content, and their eagerness to read one more story proved their pleasure in the reading.

At the end of this twenty-minute period, the group that had been reading went to have games and the group that had had games prepared for reading. Several of this group went into the library described before and immediately set about silently reading in books which they had at some previous time

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The Atlantic Readers, Books I, II, and III (all that had been issued), were adopted in December as basal readers for all the public schools of Montana for the next six-year period.

The Atlantic Readers have since been adopted by the state textbook commissions of Utah, Nevada, and West Virginia.

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chosen and which they read daily until finished. These children had been dismissed from group reading. A student teacher sat in the library for the purpose of helping children with words if they needed help. From time to time she went to a child, and to make sure he was getting the content asked him to tell her a little bit about the story he was reading. When she was in doubt as to the ability of the child to master the mechanics, she asked the child to read aloud to her the part that he was reading at that particular time. Unknown to the children she made observation of their behavior. Her comments about John, for example, read as follows for the period:

Asked for no words. Lesslip movement. Hardly glanced from his book. Had to use his handkerchief, but did not stop reading. He read ten pages from "New Stories" during the twenty-minute period.

The group that read under the teacher's supervision finished reading their story a few minutes before their period was up. These minutes were given to the children who had been reading in the library. They came before the group and told a bit about what they had been reading. One child asked if she might read aloud an especially funny part in a story.¹ Another child asked if he might read an especially good part of a chapter in the book he was reading—a description of the fire department leaving for a fire.²

When the second group returned from games, the entire group gathered about the teacher. The first remark made by a child was, "May we play 'The Three Bears' in our theater now?" The teacher reminded them of the planning they needed to do before it was given. The question of how many children do we need to give the first act, the second act, etc., arose. A child said, "What shall we have in Act I?" The teacher suggested that they decide what they wanted in each act; then they would be able to count up the number of children they needed in each act. She said, "I will write Act I on the board. Think what you wish to have in Act I. Tell me, and I will write it upon the board." The following record was made:

The Three Bears

- Act I. Bears go for a walk.
- Act II. Goldenhair tastes soup.
- Act III. Goldenhair sits in the chairs.
- Act IV. Goldenhair goes to sleep in the little bed.
- Act V. The bears come home.
- Act VI. Goldenhair jumps out of the window.

Again the question of the number of children needed to give Act I arose. As the children said that three children were needed, one for each of the bears, the teacher wrote down the figure 3 on the board. When a child said, "And two more for curtain pullers," she put 2 under the 3. Another child suggested that one child would be needed to give the signal to the curtain pullers. Thus the figure 1 was put under the 2, and the column of figures was as follows:

3
2 It was found out, then, that six children would be
1 necessary for Act I.

"Now for Act II," suggested the teacher. "Read silently what you asked me to write down for that act and think to yourselves the number of children we need." The children said different numbers. One of the children who thought the same number as the teacher had figured was asked to explain how he got it and to put figures on the board, showing column addition.

It was recess time before the numbers necessary for all the acts were determined. After recess the children went quietly to the library for free reading. As soon as the library was filled, those who could not be accommodated there took books from the library to their own tables. This period lasted seven minutes. The children were then asked to go to their tables and rest. While they rested a child whispered the name of a record she wished to put on the victrola. She found the record and put it on. The group listened as the record was being

¹ The Joke, *The Happy Children's Readers*, Book Two. Ginn & Co.

² The Rescue, *New Stories*, Wheeler Publishing Company.

played. As soon as it was ended one of those who were sure they knew which record it was that had been played was asked to find the name of it on the list of records posted on the bulletin board in the library.

The group then gathered to finish determining the number needed for the acts as they had planned them. As soon as this was completed the group broke up into small groups, each representing a committee responsible for making material for "The Three Bears" play—wall paper, rugs, furniture, etc. It was suggested that a group of children that had finished their committee work draw pictures illustrating the acts as they were planned by the group. In doing this the child was to label his picture on the back with the right number to indicate the act that he drew. Again it was necessary for these children to refer to the "Record of the Acts" made earlier in the day.

The last ten minutes of the morning were given over to showing one at a time the pictures that had been drawn by the children. As soon as the group saw a picture they were to indicate that they knew what act it pictured. The record of the acts might be referred to if necessary. There was time for more of the children on the list of those who had prepared material to read to the group, either to read or tell to the group what they had read. One child read from a bird guide concerning a bird which he said we had a picture of in the room. He wanted the children to listen and see if they could tell which bird it was.

This account of how reading was related and used naturally in connection with the group activities indicated three things:

1. That from the first day of school the children had had opportunities of living through the school day happily and normally, developing socially. That they had some large group interest or interests around which the school work, including reading, centered.
2. That they had acquired the right attitude toward books and reading and had been given experience with a wide variety of reading material.
3. That they had acquired reading ability, the amount of skill varying with individuals, some having acquired enough to be excused from group work.

In the entire morning's program the teacher's part was to become a member of the group herself; to use the responses of the children in leading them to carry on the work; to make reading, as well as the other subjects, a part of the activities carried on; to know where, in the process of growth, each child is, and to know why he is there; to meet individual needs by giving the children opportunities to do as much as they are prepared to do and no more—that is, neither to force a child ahead nor to hold him back; to encourage initiative and at the same time to encourage desirable civic traits and habits.

VISUAL ASSOCIATION MEETS

The California Visual Education Association, southern section, of which Miss Marion Evans is president, met in San Diego in April and redrafted and perfected its constitution and discussed affairs of interest to the organization. Delegates numbered eighty-five and represented Los Angeles City and County, Long Beach, Pasadena, San Diego, Pomona, Fullerton, Huntington Park, Anaheim, Whittier, Huntington Beach, Inglewood, Burbank, Santa Ana, Grossmont, National City, Berkeley, Dulzura, San Ysidro, Miramar, Chula Vista, Coronado, La Jolla, and Point Loma.

Speakers on the program included: Doctor Wesley Bradford, assistant director of the San Diego Museum; Doctor Clinton G. Abbott, director of the San Diego Natural History Museum; William S. Wright, San Diego county supervisor of nature study; Doctor Edgar L. Hewett, director of School of American Research; Edward Mayer, department of visual instruction, University of California, Berkeley. Demonstrations were given by teachers of the San Diego schools.

The following committees were appointed: Publicity—Ercel C. McAteer, assistant director visual education department, Los Angeles; chairmen—Mrs. C. Swain, visual education department, Burbank, Cal.; Mrs. E. White, visual education department, Long Beach, Cal.



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NEWS AND COMMENTS

By HARR WAGNER

DOCTOR A. E. WINSHIP, editor, author, lecturer, and traveler, dropped in on us the other day on his sixty-sixth tour of the continent. Doctor Winship always brings a message of good cheer, of loyalty to progressive education, of holding fast the good in the old education and welcoming with an open mind the new. He is the advance agent for the big meeting in Boston next February of the N. E. A., and the entertainment, the program, and the welcome will reflect Winship, not the Bostonian, but Winship the American.

THE SPECIAL bulletins of William John Cooper are very attractive. He is avoiding the tendency that afflicts so many officials in issuing such voluminous bulletins that they lose efficiency. In Bulletin No. 3, concerning the superintendents' convention, time, place, etc., child study and parents' education, Flag Week, safety education conference, Availability of Human Geography, Book II, are the problems considered.

SEATTLE IS sending out tons of literature on the beauty, commercial importance, and desirability of the Puget Sound country for members and guests of the N. E. A. next month. We do not want to appear commercial or money-minded, but if the journals of education are to print this material free, should they not be given free entertainment at least? Our office is littered with propaganda literature; back of it all someone wants to profit by publicity. The time has come when class publications should demand a recognition of the propagandist. We are willing to do our part in giving publicity to a worthy cause, but there is a limit. Associations, chambers of commerce, corporations, railroads, and institutions all employ high-powered publicity men who chortle at the amount of news stuff they get printed for nothing. There is very little value and no dramatic human interest nor news in much of the material they send out. If the various organizations used some of the money they waste on postage, printing, and salaries of high-powered publicity salesmen on paying space rates in journals, the principle of cooperative bargaining would be more effective.

RURAL EDUCATION has never received so much practical help, service, and fundamental urges to progress as it is now receiving under the leadership of Helen Heffernan, State Commissioner of Elementary Education. Miss Heffernan has taught, not fifty years ago, but recently, in rural schools. In 1925 and part of 1926 she was a rural supervisor. She personally knows the problems of the 3500 or more country school districts in California. She has no arm-chair pedagogy in her work, although she has high university credentials and modern intellectual angles, on all problems. The work she is performing for the state will make a definite impression on our country school education.

BOARDS OF SUPERVISORS are empowered under Assembly Bill No. 185 to levy a special tax not to exceed three mills on the dollar for the care and treatment and cure of physically defective or handicapped children. The State Board of Health is authorized to cooperate. This bill is the result of the splendid work done by the Rotarians, with the cooperation of men like J. W. Fricke and women like Alice Farno, who are devoting time and money to the better care, education, and cure of physically defective or handicapped children.

DIRECTOR EMIL LANGE, director of curriculum of the Long Beach city schools, has issued a series of courses of study that are epoch making. The work has been so carefully done by Mr. Lange and his associates that orders are coming from all sections of the country. The following are available:

- English, Junior High School.....\$1.95
(305 pages, including charts.)
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- Spelling, Grade 2B (low), twelve pages..... .15
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- Grade 3A (high), twelve pages..... .15

Address orders for courses of study to Department of Curriculum, Room 430, Jergins Trust Annex, Long Beach, Cal.

"NATIONAL FORESTS OF CALIFORNIA" is the title of a government booklet. The authors are Wallace Hutchinson and Robert W. Ayres of United States Forest Service, San Francisco.

SUPERINTENDENT JOSEPH MARR GWINN was the speaker at the commencement exercises of the Chico High School, and Archie J. Cloud was the speaker at the Eureka High School.

THE NATIONAL School Supply Association held a regional meeting at the Palace Hotel last month. J. W. Fricke, president of C. F. Weber & Co., presided and introduced F. W. Vincent, secretary of the national association, and also president of the National Association of Secretaries. He discussed such problems as the following:

Practical ways of cooperation between educators, school officials, and manufacturer and distributor.

Is the policy of "one price to all" on the same quantity and quality of goods an honest and just policy?

Effective ways of cooperation among members in the same regional divisions.

Practical methods for decreasing expenses in the school supply business, whereby the schools will be benefited.

Practical ways of cooperation between the manufacturer and distributor for successful merchandising in this industry.

Mr. Vincent showed a keen grasp and interpreted the various problems from the angle of high ethical standards of business. The keynote was service, quality, and fair profits. There were representatives present from practically all of the firms engaged in marketing school supplies.



Group picture of regional convention of National School Supply Association. J. W. Fricke, presiding officer, front row, third from left, and T. W. Vincent, national secretary, second in front row.

STANLEY B. WILSON has written a new poem entitled "Los Angeles." It has many fine lines.

At a council of the angels,
 Long ere you and I had birth,
 It was planned to build a city
 'Mid the cities of the earth,
 That should be an earthly annex
 Of the angel home on high,
 And reflect on earth the glories
 Of the city of the sky.

Yes, they builded such a city
 As earth ne'er had known before,
 Twixt the sky-kissed Sierras
 And the wave-washed ocean shore—
 One whose name and fame should echo
 Over lands and over seas;
 And they called this wondrous city
 By the name—Los Angeles.

Mr. Wilson has also published, in a neat booklet, extracts from an address delivered at Purity Temple, Knights of Pythias, dedicating a tree to a departed member of the order. He quotes Joyce Kilmer, Joaquin Miller, and others. Mr. Wilson served the state for a number of years as a member of the State Board of Education and has delivered more commencement addresses and addresses on special occasions than any other Californian who is not a professional lecturer or speaker.

IN THE Sierra Nevada Mountains, in Bridgeport, the people continue to do things just as they did in '49. Mrs. Nora Archer, a sister of Peter B. Kyne, the novelist, is Superintendent of Schools. On May 3, a flagpole was dedicated. Judge Pat R. Parker delivered the address. The District Attorney, Board of Supervisors, and the entire community took part. It was as big an event to the citizens of Mono County as it was to the nation when Frémont and his men carried the American flag across the Rockies and the Sierra into California.

L. W. LINDSAY has retired from the teachers' agency business and sold the Esterly Teachers Agency business to the McNeill Teachers Agency. The former will not be run under the name of the Esterly Teachers Agency any longer, but will be consolidated with the McNeill Teachers Agency. Mr. Lindsay has many friends among the school people and has contributed a splendid service to schools and teachers. His work will be carried on with the same high ethical standards by the McNeill Teachers Agency.

THE TEACHING of thrift in the modern arithmetic is bearing fruit. More than \$20,000,000 was banked by the school children of the United States in the last school year, a sum representing the deposits of more than 4,000,000 boys and girls, 80 per cent of the total enrollment in the 11,371 schools where savings systems have been instituted. In the latest reports all states except Arizona, Nevada, New Mexico, South Dakota, Utah, and Wyoming are represented. The states included range from Idaho, where 192 pupils in two schools saved \$563.32, to New York, where more than a half million depositors in more than a thousand schools saved almost \$2,000,000.

THE JUNE ISSUE of the *Sierra Educational News* has the rather startling report of the directors of the California Teachers Association announcing that Arthur H. Chamberlain was not reelected as executive secretary. Mr. Chamberlain's services are to be discontinued August 31, 1927. Mark Keppel and Ira Landis voted for his reelection and Bird, Cook, Crane, Edwards, Hunter, and Rhodes voted no. No explanations are given. Under the leadership of Mr. Chamberlain, the association has grown from about 8000 to 28,000 members, and the official reports in the June issue show that the association is in an excellent financial condition. The discussion and explanations and the reactions of the teachers on the failure of the board of directors to reelect Mr. Chamberlain will be of interest. The

first reaction has been the resignation of George C. Jensen of the research department and his acceptance of the principalship of the Sacramento High School. The California Teachers Association has been the main propagandist for the Tenure Bill, and yet the practice in this particular instance does not seem to be in harmony with the theory.

Thomas Nunan Writes a Successful Book

"THE DIARY OF AN OLD BOHEMIAN" has met with remarkable success. The author, Thomas Nunan of the editorial staff of the San Francisco *Examiner*, since its publication has become the most noted wit and guest of honor at clubs, receptions, literary societies, dinners, luncheons, and on the lecture platform. The book is full of quaint humor, rouéistic adventures, and satirical moralizings. It is having a large sale in California, and the press notices in the East are favorable and orders are being received. John Howell, the well-known collector of rare books, publisher, and book seller of fine editions, has added this book to the selected list he is offering in person to the Eastern book trade. The volume has an artistic jacket and the price is \$2.



Thomas Nunan

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IMPERIAL TEACHERS MEET

THE IMPERIAL County Teachers Association meeting in El Centro was attended by over three hundred teachers from the Imperial Valley, as well as a number from outside the valley.

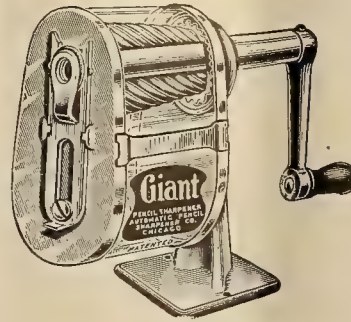
Doctor F. P. Woellner delivered the main address of the day. At noon there was a lunch served in the school cafeteria at Central Union High School, where the meetings were held. This lunch took the nature of a demonstration of a school hot-lunch project, and was accompanied by a talk on the school hot lunch by Miss Orpha Miller, home demonstration agent.

Another feature of the meeting was an exhibit of the results and best methods in some of the different departments, including kindergarten and primary, art, Americanization, child health, etc.

Guests at the afternoon session included teachers from the Northern District of Lower California. School children from these schools entertained the assembly with a fine program of music and folk dancing. Of special interest were the piano and vocal numbers by Miss Juana Flores, and the Spanish dance and songs in Spanish and English by little Guadalupe Guerrero, a second grade pupil at Leona Vicaria School in Mexicali, the school from which Miss Juana Flores comes. Both of these numbers, as well as others, were directed and accompanied by Miss Emily Coronel, music supervisor in Leona Vicaria School. The 35-piece elementary school orchestra, directed by Professor Cruz Romero, was heartily received. The bass violinist in this orchestra is a nine-year-old boy, who is only about half the size of the instrument he plays, and to see him play is in itself an inspiration.

A BULLETIN entitled "Books and Notes" is issued quarterly by the Los Angeles County Free Library and contains much valuable information. Its purpose is to make the work of the Los Angeles County Free Library more generally known and to provide for the use of the patrons a more accessible list of the books added to the library from time to time.

A Model to Fit Your Appropriation



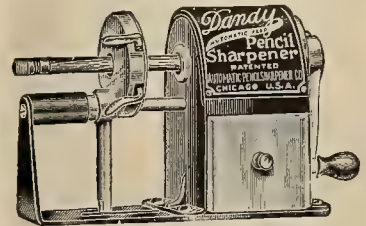
One reason why Automatic Pencil Sharpeners have been installed by the school boards of practically every American city is the wide range of models at varying prices—the "Chicago," the "Giant," the "Junior," the "Dexter," the "Dandy," and the "Wizard." Ask your supply house or stationer to show you

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

International Library Interest

MILTON J. FERGUSON, State Librarian, has been invited by the program committee of the British Library Association to speak on "Rural Libraries" at the fiftieth anniversary of the association, which will be held in Edinburgh in September.

The Carnegie Endowment for International Peace made it possible for Mr. Ferguson to take part in the program by inviting him to go as its guest. Mr. Ferguson will leave about the first of September and be away nearly ten weeks.

The librarians of the British Isles are greatly interested in the county free library system of California. During the past year the Carnegie United Kingdom Trust sent several British librarians to California to visit the county libraries and the state library.

D. A. R. Local History Contest

MISS ANNE HADDEN, librarian of the Monterey County Free Library, has created much interest in the history of Monterey County, has collected a wealth of local historical material that is invaluable for research workers, and has helped to spread abroad the historic fame and scenic beauty of the county.

There has just been concluded in the Salinas Central Grammar School a prize essay contest in which over two hundred seventh and eighth grade pupils took part. This was sponsored by the Daughters of the American Revolution and supervised by the Monterey County Free Library. The subject was "Early Monterey County History."

A room adjoining the Juvenile Department of the county library, which is in the basement of the Central Grammar School, was fitted out by the City Superintendent of Schools with tables and chairs and a bookcase in which the valuable books on local history could be kept under lock and key when not in use.

Every afternoon between the hours of one-thirty and five for six weeks the children came down in groups of twelve at a time, each group spending at least one period a week doing reference work on some Monterey County topic under the supervision of one or more of the county library staff.

The children were given great freedom in choice of subject and those who had relatives or friends who were old residents of the county were encouraged to get much of their material first hand from them rather than altogether from books. In several instances children who had exceptionally fortunate opportunity for gathering original material started on book topics and had to be urged to go after their rich heritage, but when once they realized their opportunity they worked with enthusiasm.

New children in Salinas had no opportunity of gathering original material in their own families and were shy about interviewing strangers, so they, for the most part, took their subjects from books. Many of these also became very much interested and came to the main office for additional material.

The list of subjects was sent to the county library by the teachers a week before the children began and exceedingly busy days were spent in working up bibliographies and locating and listing citizens willing to give the children information. Some of the subjects were quite obscure and difficult to find

data about. The local history loose-leaf scrap books and the photograph collection were drawn upon and put in the hands of the children who tried to be careful.

In preparation the subject was typed on one side of a slip, and under this were listed the names of the children working on that topic with the teachers' names. On the other side was the bibliography. It was known beforehand which class was coming and the material was ready. These bibliographies will be of permanent use in the library.

The Daughters of the American Revolution appointed as judges a representative from each of the Salinas newspapers and one from the chamber of commerce.

A very interesting collection of papers, some of which surely will be worth publishing, were handed over to this committee, which is now, at the time of this writing, reading the essays.

Library Exhibit, National P. T. A.

AT THE convention of the National Congress of Parents and Teachers in Oakland, May 21-28, many very interesting exhibits were shown. Among them was one on the county libraries in relation to schools. Miss Askew, chairman of American Library Association extension work, had asked Miss Mary Barmby, librarian of the Alameda County Library, to take charge of the library exhibit. The two subjects they wished to bring to the attention of the delegates were rural extension and children's work. Two booths were constructed to carry out the plan.

The meetings were held in the Municipal Auditorium. Mrs. Mitchell of the Sather Gate Book Shop brought many books, exemplifying three different types: beautifully illustrated, handsomely bound, high priced books; the moderately priced attractive books; the smaller editions priced for the more modest buyers. Unique signs had been prepared to call attention to each type of books. It was a splendid opportunity for the visiting delegates to see the various kinds of books the county library can supply.

This booth was upstairs where space was given children's work throughout the nation, and here attractive American Library Association posters added to the interest. Pamphlets for distribution told of every phase of county and children's work. Little bright-colored bookmarks had been prepared by the Alameda County Library, under headings "When We Are Very Young," "When We Are Seven and Ten," "When We Are a Little Older," and on each of these was listed eight or ten titles of new publications. These same new books were displayed in a special bookcase and attracted the attention of many visitors.

Downstairs Miss Barmby and her workers had arranged the materials that related to county library service as carried on in California. Here the large state library county map was a central feature of the wall display. Various county branches, north and south, were shown by photographs on posters and emphasized the home reading side of the work. Under the caption of "Other Material" were shown the phonograph and records, mounted and framed pictures, stereoscope and views, and a pictorial with films furthering the idea of visual education. Another feature especially interesting to many was

Winnetka Individual Reading Material

By

LIVIA YOUNGQUIST

and

CARLETON WASHBURNE

Illustrated by

MARGARET IANNELLI

THROUGH the use of the *Winnetka Individual Reading Material* the child enjoys learning to read, he develops correct reading attitudes and correct habits, masters essential sight words and phonics, and can work to a large extent independently and individually.

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Individual Instruction

In learning his sight words, reading his primer, and even in working out his phonics, each child can practice by himself, proceeding rapidly or slowly according to his own ability.

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the pictured display of California wild flowers, both hand-colored photographs and water color paintings.

Miss Merrill of the American Library Association headquarters, who was in attendance at the congress, and Miss Bottomley, secretary of the Parent-Teacher Association, were both actively interested in the exhibit.

Miss Clara Dills of Solano County, Mrs. Whitbeck of Contra Costa County, Miss Edna Holroyd of San Mateo County, Miss Lorenzini and Miss Sexton of the Oakland Free Library, and Miss Stella Huntington helped to serve the booths throughout the week. Questions asked gave evidence of the interest felt by delegates from Connecticut, Louisiana, Missouri, Ohio, Oregon, and every section of our country.

Fourth District Meeting

THE FOURTH DISTRICT, California Library Association, convened in the Municipal Auditorium at Visalia on May 20. The members were welcomed by their president, Miss Gretchen Flower, librarian Tulare County Free Library; F. M. Pfimmer, chairman Tulare County Board of Supervisors, and E. F. Lambert, Mayor of Visalia.

Mrs. Julia G. Babcock, librarian Kern County Free Library, was unanimously elected nominator and Miss Blanche Gallo-way, librarian Madera County Free Library, alternate to represent the Fourth District on the nominating committee, California Library Association.

Among those who took part on the program were Milton J. Ferguson, president of the California Library Association; Professor G. H. Hunting of the Fresno State Teachers College; Colonel George W. Stewart of Visalia; Monica Shannon (Mrs. Elbert Ving), author of California Fairy Tales; Miss Sarah E. McCardle, librarian Fresno County Free Library, and Mrs. Julia G. Babcock.

Notes

MISS BLANCHE CHALEFANT has resigned her position as librarian of the Butte County

Free Library, to take effect June 1. She will be married early in June to D. N. Wheeler. After a four months' trip through the United States they will return to California. They expect to live near Belmont in San Mateo County.

MISS ELLA PACKER, librarian of the Colusa County Free Library, recently announced her engagement to Guy Morse of Colusa. The wedding will take place some time in August. Miss Packer will continue as librarian of Colusa County.

JULIA WRIGHT MERRILL, executive secretary of the library extension committee of the American Library Association, has been in California during May to attend the National Congress of Parents and Teachers in Oakland. While in the state she visited Los Angeles, Kern, Fresno, Sacramento, Alameda, Contra Costa, and Marin county libraries, as well as many city libraries and the state library. Miss Merrill expressed great interest in the development of library service in this state.

THE California Library Association and the Pacific Northwest Library Association will hold a joint convention June 13-15 at Gearhart, Ore. This will be followed by the conference of the American Library Association at Toronto, June 20-27.

MEXICO UNIVERSITY COURSE

THE University of Mexico, Mexico City, is offering an attractive summer course this year and the World Travel Bureau has made arrangements for a personally conducted tour from San Francisco to Mexico City and return. The date of departure is set for Monday, June 27, and those joining the party nearer Mexico than San Francisco, which may include teachers and their friends, can secure tickets at proportionately lower prices. Doctor C. N. Thomas, formerly colonizing agent of the Southern Pacific Lines in Mexico, will join the tour and he is making special arrangements for side trips and guides that will greatly enhance the pleasure and value of the journey.

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New Rational Typewriting, 1927 Edition.
A thorough revision of the 1923 edition. Contains sufficient material for a full year's work in high schools. List Price, \$1.20.

Teacher's Manual to New Rational Typewriting, 1927 Edition.
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A course in advanced typing covering the various types of work usually encountered in business offices. Designed to follow the first-year book. Suitable for either public or private schools. List Price, \$1.20.

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(Price to be determined.)

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A complete one-book course. A combination of New Rational Typewriting, 1927 Edition, and Rational Typewriting Projects. Especially designed for private schools or high schools where a more intensive course is desirable. List Price, \$1.20.

Business Forms for New Rational Typewriting, Intensive Course.
List Price, \$0.10.

Junior Rational Typewriting.
A two-semester pre-vocational course designed for junior high schools. List Price, \$1.00.

New Rational Typewriting, Paris III to VI.
Equivalent to Parts III to VI of the New Rational Typewriting, 1927 Edition. Designed for use of pupils who have completed Junior Rational Typewriting. List Price, \$0.80.

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RADIO USED IN EDUCATION

DOCTOR VIRGIL DICKSON of the University of California Extension Division has been conducting recently a fourteen weeks' correspondence course on "Mental Measurements."

Radio's importance as a supplement to this course has been proved by the talks which Doctor Dickson gives over KGO. In order to keep up with the radio talks, given at 5 o'clock every Tuesday, students must prepare two written assignments each week. The highlights of these assignments and further instructions on matters not clear in students' minds form the substance of the radio lessons.

Speaking of the course, Doctor Dickson said: "In the adjustment in life's work, if we are going to be successful in the treatment of human nature we have to recognize mental differences in children and train each child for the kind of work to which he is more adapted. This instruction on 'Mental Measurements' has been designed to give parents and teachers the ability to understand and help children."

The course has been accepted by the State Board of Education toward a teacher's credential, and yields two units of university credits. Although the work can be done without the explanatory radio talks, letters indicate that 95 per cent of the students find these supplementary lectures invaluable.

Continuing, Doctor Dickson said: "Mental Measurements" is a popular subject. Lessons are prepared so that no technical knowledge is necessary in order to derive something worth while from the talks. Those not enrolled in the class listen attentively to instructions. Most of the letters come from people in this group.

"Before radio's participation in a correspondence course, students groped in the dark with their problems. Now groups of students gather before loud-speakers, listen to their instructor's talks, and discuss perplexing questions collectively.

"With radio as a general stimuli, a larger percentage of students complete the course than previously, when interest would wane in the middle of a semester.

"Many students attribute this sustaining of interest to the radio lectures. The guiding voice of their instructor from the loud-speaker gives the personal instruction touch that students formerly missed. The value of this radio personality is incalculable."

Doctor Dickson, now a lecturer in the University of California, was formerly with the Oakland Board of Education, heading the department of research and guidance. He was instrumental in establishing radio classroom instruction in Oakland, an innovation in school curriculum. This experiment attracted wide attention throughout the academic world when it was inaugurated about three years ago. Radio is now an integral part of the Oakland school system.

M. C. TAYLOR, for the past year vice president of the Edison Technical School, Fresno, and for six years supervising principal of the schools of Albuquerque, N. M., will head the Madera schools next year as supervising principal of the elementary schools and principal of the Madera Union High School. He succeeds R. J. Teall, who resigned to accept a position in the Los Angeles high school system. This position filled by Mr. Taylor is a new movement in Madera for a joint administration plan. Formerly the elementary schools and high school were under two heads. It is thought that the new plan will help solve the financial problem of the district and be practical as well.

HOW MUCH DO YOU KNOW?



1. What is meant by "proving cash"?
2. How do stenographers and bookkeepers compare in numbers with each other and with other workers?
3. What precautions should be observed in telephoning a telegram to the sending office?
4. What information should a letter of application for a position contain?
5. How should one approach an employer with regard to promotion?
6. Why and how is a telephone conversation confirmed?
7. To what do the numbers on a check after the name of the bank refer?
8. How is the Federal Reserve System of use to the country?
9. What is meant by protesting a note?
10. What is shown by a balance sheet?
11. How does the work of the stenographer save the employer's time?
12. What opportunity does selling offer to young people?
13. Why is it not allowable to seal a parcel-post package in order to have it securely wrapped?
14. What is meant by the 80-per-cent co-insurance clause?
15. Why do great corporations prepare annual budgets?

The answers to these and many other interesting questions will be found in

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

THE ENROLLMENT in the Riverside schools, where A. N. Wheelock is City Superintendent of Schools, is reported to have grown to its largest proportions during the spring term. The total is 7498. The average daily attendance, not including the junior college and part-time school, is 5558.

MISS ELIZABETH FREESE, vice principal of the high school, San Diego, and for twenty years connected with that institution, has been appointed principal of the school, in place of Glen O. Perkins, resigned.

JOHN F. DALE, principal of the high school, Sacramento, has resigned. His successor has not yet been chosen by Superintendent C. C. Hughes and the city Board of Education.

EDITH FOX, teacher in the Jefferson School, Bakersfield, has written a fourth grade history, which is being used as a text. The children of her grade drew the illustrations as a project.

C. C. HUGHES, Superintendent of City Schools, Sacramento, is planning to spend the summer in Europe. He will leave the early part of July and return in time for the beginning of the school term.

TWO HUNDRED and forty-five students graduated from the Kern County Union High School, Bakersfield, this term. H. A. Spindt is principal of the high school.

MOUNTAIN VIEW, Santa Clara County, is to have two new schools instead of one as originally planned, when \$165,000 was voted for educational purposes last October. Plans for the buildings are now being made.

AT A RECENT meeting of the Stanislaus County Teachers Association, C. S. Morris was elected president. Other officers chosen are Mrs. Lulu Moorehead, vice president; Mrs. A. G. Elmore, secretary-treasurer, and the following members of the executive committee: J. C. Templeton of Hughson, Mrs. Daisy Brockway of Turlock, Mrs. Jennie Dillwood of Waterford, and A. J. Berry of Oakdale.

GEORGE H. PENCE, born and reared in Colusa County, and a graduate of the local schools, has been appointed principal of the Colusa Union High School to succeed Noel H. Garison, resigned.

EDWIN KENT, JR., has been elected principal of the high school in Healdsburg to take the place of E. R. Morehead, resigned. Mr. Morehead had been head of the high school for nine years. Mr. Kent is a graduate of the school of which he had been made principal; also a graduate of University of California. He has taught in Redding and Santa Rosa high schools as well as at the university.

IMPORTATION of teachers from the mainland to Hawaii will practically cease, it is reported. More than enough students have graduated from the Island normal school to fill existing vacancies and Hawaiian officials believe in using those who are capable and already residents of Hawaii.

OVER ONE-HALF million dollars will be spent on schools in San Luis Obispo in the near future. Approximately \$300,000 will be spent for city schools and \$200,000 has been appropriated by the Legislature for the California Polytechnic School, where Doctor B. R. Crandal is president. Arthur H. Mabley is Superintendent of the San Luis Obispo city schools.

A \$26,000 BOND ISSUE has been voted favorably upon by citizens of New Jerusalem, near Tracy. The rapid growth of the district has made the building of a new school necessary.

L. H. HAMANN, who has had charge of the manual training and physical education of the Benicia High School the past year, has resigned from his position in order that he may take a two and one-half year course at the University of California. Before accepting his high school position Mr. Hamann was vice principal of the Benicia Elementary School for two years.

A SPECIALLY constructed automobile bus, a specially planned bungalow school, and other features, will accommodate the crippled children who cannot go to the regular schools in Sacramento. There are about twenty such children, according to report. C. C. Hughes, superintendent, is planning to have the building ready by fall, and the room will be large enough to accommodate comfortably the wheel chairs with their crippled occupants.

ELEVEN teachers successfully passed an examination on the provisions and principles of the constitution of the United States held recently, according to County Superintendent R. P. Mitchell.

MISS LOUISE CLARK, formerly County Superintendent of Schools, Sonoma County, is now associate secretary of the education commission which is financed by the California Taxpayers Association. Her office is in the Subway Terminal Building, Los Angeles.

GOVERNMENT TEACHING JOBS

THE United States Civil Service Commission announces that there are openings for instructors of shop subjects for junior and senior high schools to fill vacancies in the Indian service and in positions requiring similar qualifications. Competitors will not be required to report for examination at any place, but will be rated on education, training, and experience.

Applications for positions as elementary teacher of home economics, junior and senior high school, are also desired. These applications must be on file with the Civil Service Commission in Washington, D. C., not later than June 25 or August 13.

Full information may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of United States civil service examiners at the postoffice or custom house in any city.



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ABOUT BOOKS

EVERYTHING AND ANYTHING, by Dorothy Aldis, illustrated by Helen D. Jameson: Here is a book that cannot be classed as a school book, nor can it be placed among those that are used in homes or libraries only. This book belongs wherever there are children and grown-ups who love the lilt of tuneful verses and who revel in quaint fancy and imagination. Dorothy Aldis has the true child viewpoint. Her verses are as delightful to the adult as to the child. Can you imagine a rainy morning, and little folk in the kindergarten room grouped around their teacher while she reads this:

The rain is raising prickles
In my little pool,
And washing all the dirty worms
Pink and beautiful.

And musing up the dandelions'
Fuzzy yellow hairs,
And making me come in the house
And go and play upstairs.

Catching the everyday things and skilfully weaving them into patterns that will charm all readers is what this author has done, and her volume should be in every school and home and library. (Minton, Balch & Co., 11 East Forty-fifth Street, New York. Price \$2.)

CALIFORNIA, A Romantic Story for Young People, by J. Walker McSpadden, illustrated by Howard L. Hastings: Here is a volume of California history, written for children in vivid, dramatic form. The story style is followed. Characters in the book—sister, brother, father, mother—are en route to California through the Panama Canal. Their conversation develops anecdotes which tell the colorful story of California. The story is suitable for the elementary grades—fourth grade to the junior high school. Besides the twenty pen and ink sketches and interesting frontispiece, another feature of the book is the outline, "Milestones and Later Events," which concludes the tale. The type of the book is large and the material is adapted to the reading hour as well as the history period. The author is writing similar stories of the different states of the Union, each in separate volumes. (J. H. Sears & Co., 40 West Fifty-seventh Street, New York. Western Distributors: California School Book Depository, 149 New Montgomery Street, San Francisco. Price 90 cents.)

UP AND DOING, A Primer, Child Activity Series, by Lucy Gage: Here is a book that is real fun. Every page is full of life, action—the variety of fun and action that little

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A complete line of gay, colorful smocks for home, office or studio. Smart wash-frocks for home or vacation wear, reasonably priced. Nurses' uniforms and Doctors' smocks made to order in our own factory. For style, fit, careful tailoring, come to

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folk experience themselves. Overalls are donned on the first page. From that time on there is not a dull minute. The type is large and attractive for a first reader and the illustrations, in several colors, are perfectly charming. Children will love to read this book, which is adapted excellently for a supplementary reader. (Mentzer, Bush & Co., 2210 South Park Avenue, Chicago. Price 48 cents.)

TOY TOWN, by Etta Austin Blaisdell, illustrated by Clara Atwood Fitts: Children's love for toys is utilized in this high first and second grade school reader. Here the toys are alive and have fun and adventures. The vocabulary consists of 336 words, and the words which the child will not recognize the first time will impress themselves upon him the next time on account of the interest value. This includes such words as *circus, elephant*, etc. The illustrations carry out the toy idea, but are personified enough to give real life to the dwellers in Toy Town. (Little, Brown & Co., 34 Beacon Street, Boston, Mass. Price 65 cents.)

FEDERAL AND STATE SCHOOL ADMINISTRATION, by William A. Cook: Here is a broad survey which treats in turn national, state, county, city, and personal school problems. (Thomas Y. Crowell Company, 393 Fourth Avenue, New York. Price \$2.75.)

SEAT WORK DRAWINGS AND JINGLES, by John T. Lemos: Here is a unique type of drawing book. It is apparently just for fun, but it correlates drawing and reading, through the presentation of simple jingles, in a happy manner. Paper cutting and modeling may be included in the lessons. Rural school teachers will find particular aid in this helpful, funny, and instructive book. (F. A. Owen Publishing Company, Dansville, N. Y.)

THE NEW SOCIAL CIVICS, by D. E. Phillips and Jesse H. Newlon: Suitable as a text for eighth and ninth grades and as a reference in any upper grade. The book is "intended to help the pupil to locate himself in regard to his manifold social-civic relations" and is a unification of life's activities. Gives attention to the social as well as civic problems of the day. Illustrated. (Rand McNally & Co., 536 South Clark Street, Chicago, Ill.)

AN INTRODUCTION TO BIOLOGY, by Alfred C. Kinsey: A book for high school students in which general principles are illustrated by specific instances. Phenomena common to both plants and animals are emphasized. The style is unusually interesting and handled from the child's viewpoint; 430 illustrations. (J. B. Lippincott Company, East Washington Square, Philadelphia, Pa.)

STORIES OF OUR EARTH, by Nellie B. Allen and Edward K. Robinson, with illustrations by W. A. Dwiggin: This is the third of a series of primary geographies which correlate the subject with art or busy work and reading. The material consists of stories and sketches. Each short story is illustrated with simple line drawings, and these in turn have a sheet of tracing paper so that the child may put his newly acquired knowledge into practice. Suggested activities for outdoor or sand-table work are included. This physical geography is preceded by similar books dealing with people of other lands and their occupa-

tions. The pamphlet is an excellent foundation for later geographic texts. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 36 cents.)

CHEMICAL CALCULATIONS, A Systematic Presentation of the Solution of Type Problems, With 1000 Chemical Problems Arranged Progressively According to Lesson Assignments, by Bernard Jaffe: This book is designed to supplement any recent textbooks on general chemistry in the secondary schools. (World Book Company, Yonkers-on-Hudson, New York.)

A COLLECTION OF CHEMICAL LECTURE EXPERIMENTS by H. F. Davison: Lectures that illustrate certain chemical laws and reactions. The material is designed for general and industrial chemistry. (The Chemical Catalog Company, 19 East Twenty-fourth Street, New York. Price \$2.50.)

POETRY FOR JUNIOR HIGH SCHOOLS, edited by Elias Lieberman: Books I and II: "The object of this collection is to start young people adventuring along the pleasant high-ways and byways of poetry" is the opening sentence in the foreword to these volumes. One cannot help but think, when delving into the treasures presented in these volumes, how much of interest and inspiration could be derived by any person who loves beauty, music, rhythm, and by one who would appreciate notes and explanations as guideposts to a more perfect understanding of poetry. The collection in these books appeals, with the notes, as being particularly valuable. (Charles Scribner's Sons, 597 Fifth Avenue, New York.)

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THE WESTERN JOURNAL of EDUCATION



JULY, 1927



Herbert Eugene Bolton, professor of American history and director Bancroft Library, University of California, who has recently translated into English the manuscript in the Archives of Mexico, Historical Memoirs of New California by Fray Francisco Palón, O. F. M.

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VOL. XXXIII, No. 7

SAN FRANCISCO, JULY, 1927

PRICE, 15 CENTS

SUCCESSFUL SCHOOL PUBLICITY

By ADA YORK

County Superintendent of Schools, San Diego

THERE IS A RESISTLESS fascination in print. The little cabalistic figures catch our eye and involuntarily, nay sometimes against our will, we follow to the end because we just must know the message that is thus characterized.

A degree more compelling to attention is the distinction of seeing one's name on the printed page. Witness the vogue of the society columns, whole paragraphs of names of guests, a case in point. Clubs, associations, organizations of all types make systematic efforts to keep before the eye of the public the activities of their orders. Institutions, such as the Fine Arts Museum, the Zoological Society, Girl Scouts, Boy Scouts, and parent-teacher associations have columns of publicity regularly. The churches, the theaters, the music guilds—all have newspaper mention other than the paid advertisement.

To the average American the daily paper is an essential. Better it were to sacrifice the daily meal than to forego the morning journal or the evening news! For example, have you never seen father letting the coffee get cold while he peruses the morning *Union*, the toast and the marmalade pushed unappreciatively to one side? He does not know what he is eating, but he knows most assuredly what he is reading, and that he remembers. We are a nation of readers. Our contacts through the printed page keep us in tune with the march of progress. We live vicariously through the medium of the newspapers what time we are not living, shall we say, precariously, on the streets of our towns or in the many and various places where we earn the wherewithal to keep us going.

All of which is by way of leading up to the platitudinous remark that the public press is the community's great educational agency. Another bromidic statement would be to remind you that in these latter days schools are not a preparation for life; they are a phase of life; and the corollary to that self-evident pronouncement is that our boys and girls are present-day citizens—they are not waiting for adulthood to confer that privilege upon them.

The newspapers are a contributing factor to the education of alert citizens. Boys and girls in schools are members of the community, and in our modern schools we want first-hand contact with life itself.

Hence, when some two years ago an enterprising daily paper in San Diego inaugurated the "School Page," to appear every Saturday, we sat up and took due notice. Personally interested in the rural schools of the county, we had for a long time been dreaming of having a county school paper. Here and there individual schools were publishing their own, such as the *Bi-Weekly Buzz*, *The Star*, *The Radiogram*, and so on. But we had no common periodical that would broadcast throughout the entire system the accomplishments and proposed projects of the various schools. But now we have a real paper read by real people! This is planned to be the medium of the schools for exchange of news.

There are visualized scenes from all kinds of schools—scenes enacted by the children. Go with me to a remote one-teacher school tucked away in the high Cuyamacas. It is the written English period. Are the boys chewing the end of their pencils

and looking desperately into space? Oddly enough, no! Just as interestedly as the girls in the class, they are writing an article for the *Sun* page. The teacher is ready to assist. She is giving suggestions here and there to individuals and incidentally teaching the meaning of punctuation marks, pointing out misspelled words, and commending penmanship that is good with the implied lack of approval of penmanship that is bad. Not all of the articles will be sent to the paper. The teacher must cull, as it is not well to swamp the editor with an oversupply of copy. On the display board you will find a *Sun* page with contributions from this little mountain school neatly marked in red lines. How the specially indicated paragraphs stand out, beautifully captioned in big headlines, the editor's pencil having featured the main point of the story!

All over the county you will find the children interested in this opportunity to write for the paper. You would find their output that has reached the dignity of appearing in the columns of the page treasured in some form or other. Some schools have made a portfolio; some have kept the pages in files; several schools made a book, bound the same, and turned it over to the school library (an annual edition). What do the children write about? Everything, from accounts of hikes and tramps to description of their routine work. Some have told tales of unusual local happenings, such as the capture of a fox or a deer; mostly, however, the subject is commonplace; accounts of something seen on the way to school; the development of the school garden; the special art project in hand; some activity of the local parent-teacher association; the annual play day; County Day at the Fine Arts Museum; county school exhibit and the number of ribbons gained; visits of supervisors; school meets; the track meet at the college; the physical education program; the posture contest; the good-English drive; who won and who lost; friendly letters to the editor of the school page, of whom the children have become personally fond—quite personal, sometimes, children are! As a matter of fact, the contribution made by the editor of the school page in his connection with the schools is of distinct educational value.

There are infinite possibilities in this opportunity. The motivation of the child's instruction in English, the quickening of the powers of observation, the joy of knowing that the affairs of his little world have "news" value, the expanding of his interests from self and locality to other districts, other children. Here, for instance, is the story of a boy in one school who took the songs in the state text and wrote an operetta in which those songs were used. It was exquisitely done, and at graduation the children of the school gave the operetta. The mothers in the parent-teacher association made the costumes. The success of the presentation was an event. Other schools read of that and now some other boy or girl is inspired to try his or her skill at libretto construction.

Near the historic Old Mission is a country school. This week's news (December 25) tells of the Christmas play written by the pupils of the upper grades and given to an admiring public December 17. This idea will be "catching," too.

We school people hear much about "selling the schools to the public." Once a year the papers give us much attention during National Education Week; statistics are flaunted before the taxpayer; general sweeping statements are made of the fundamental need of schools as a government project; training for citizenship is stressed. We always bring out the constitution and reiterate the need of public schools to carry out the hopes and aims of the great American Republic. It is all so general! You and I know that it is a small minority who heed the annual slogan that is stressed for five consecutive days: "Visit the schools today!"

A page of school news written by the children is a live thing. Every episode related brings a picture to the reader—not figures and abstract facts, but actual happenings in some classroom—something that stirred the child's interest and holds ours by the very vividness of his impression.

So mothers and fathers and the general reading public get from this page a lively sense that the modern school is much concerned with life; that the interests of the children are widely varied; physical education, art, music, nature study, excursions and visits, contacts with the actual world—are the means by which are taught those essential skills and fundamental processes called of old "The Three R's."

It is an effective way to keep ever before school patrons the fact that the schools are improving and that the taxpayer's investment is declaring good dividends.

PACIFIC GROVE SCHOOLS PROGRESSIVE

THE SCHOOLS of Pacific Grove, where Robert H. Down is principal, completed a number of interesting projects during the last school year. Una MaCann, an eighth-grade student in Miss Kathryn V. Sevy's class, won the grand prize offered by the Humane Society of the Monterey Peninsula, in a poster contest. Her poster was sent to the national convention to compete with others from various parts of the country.

The eighth grades of the Pacific Grove school system are always engaged in projects that make for better school work. The two teachers, Miss Sevy and Miss Jessie Palen Wood, cooperate with the principal, Mr. Down, in encouraging originality, thoughtfulness, and action. These eighth-graders published a school paper, *The Eighth Grade Ripples*. The staff is composed of students. All news items, drawings, articles, and verses are gathered and written by the students, who then mimeograph the material, fasten it together, and place it on sale.

The eighth-grade classes also have a Current Events Club, which meets weekly. Regarding this club, Mr. Down says: "The events of the day are discussed. In addition there is an exchange of jokes, musical numbers are played, and school news discussed. The officers are changed monthly, so that each one has an opportunity to take part during the school year."

A large and successful school exhibit of the students' work was held during Education Week.

F. E. COMPTON RETURNS FROM TRIP

HAVING TRAVELED in remote regions and visited strange corners of the world, F. E. Compton, president of F. E. Compton & Co., which publishes Compton's Pictured Encyclopedia, has returned to the United States. One story of Mr. Compton's trip, his visit to Tristan da Cunha, is told in the issue of Compton's Pictured Newspaper of June, 1927. Tristan is a barren island in the South Atlantic Ocean. According to Mr. Compton, the island was discovered in 1506 by Tristao da Cunha, a famous Portuguese navigator. Continuing his article, the writer states that "Tristan has no butterflies, bees, songbirds, mosquitoes, snakes, laws, jails, rulers, contagious diseases, bobbed hair, or radios. The people do have famines, stomach trouble resulting from bad diet, a queer slang of their own, intense love for their home, and great kindness."

Compton's Pictured Encyclopedia has been revised and now the most up-to-date material, pictures, and reading matter are available in ten volumes. The Pictured Newspaper, which is issued monthly, is an additional service of great value, according to teachers who use it in the schoolroom.

J. E. PARTRIDGE, principal of the Durham Grammar School, has been appointed County Superintendent of Schools of Butte County to take the place of George T. Berry, who has resigned to accept the principalship of Biggs Union School.

NEW JUNIOR HIGH IN SOUTH PASADENA

BONDS TO THE amount of \$555,000 were voted favorably upon recently in South Pasadena and the erection of a new junior high school building will begin this fall. It is expected that the building will be ready for occupancy in the fall of 1928. George C. Bush, Superintendent of the South Pasadena city school system, reports that the bonds carried four to one.

Some characteristics of a junior high school, as listed by the educators of South Pasadena, include:

1. A school plant especially built and equipped to carry out a junior high school curriculum.
2. A grouping together of boys and girls of the early adolescent period.
3. A curriculum especially suited to pupils of junior high school age.
4. Provision for a better transition from the elementary schools to the senior high school.
5. Departmental instruction.
6. Periods long enough to allow for directed study.
7. Explanatory courses in short-term prevocational subjects.
8. Provision for individual differences in ability, aptitude, and interest by progressive differentiation in subjects.
9. Supervised extra-curricular activities, such as athletic sports, clubs, girls' and boys' leagues, debating, glee clubs, orchestras, band, etc.
10. Educational and vocational guidance.
11. Where numbers permit, grouping together pupils of approximately similar ability.
12. Home room and responsible home-room teacher for each group.

13. Physical education and extra-curricular activities deliberately organized as a system for character training.

14. Auditorium where student assemblies may be held.

15. Well-equipped library.

16. Shops: auto mechanics, printing, electric, sheet metal, and wood.

17. Home-making department: cooking, sewing, millinery, etc.

18. Gymnasium for boys and girls.

19. A fair proportion of men teachers.



Junior high school to be built in South Pasadena, Cal.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

FRESNO COUNTY SCHOOLS, under the supervision of Clarence W. Edwards, have had a very successful year. The organization of the rural teachers into district clubs for the study of educational and local problems has proved an opportune and worthwhile movement. These groups meet at stated intervals. Some have set courses given for credit by the Fresno State Teachers College. Others discuss their own problems.

This year Mr. Edwards has organized a teachers' council to meet with him at various times to discuss county problems. The council members come from the district clubs, and these are enabled to carry suggestions for discussion back to their home groups. Mr. Edwards hopes in the future to make use of the teachers' council and district clubs in county course of study revision work.

MRS. MARJORIE CLARK, Fresno County music supervisor, has accepted a position in the Fresno State Teachers College. Miss Helen Whitman has been selected as her successor for the Fresno County work. Miss Whitman, this last year, was music supervisor in the Sanger district and in the Sanger High School.

FOURTEEN HUNDRED pupils were graduated from the Fresno County schools this year.

THE FRESNO high school principals' annual club picnic was held in the Sierras the first Saturday in June. An election of officers was held. The Fresno Principals Club meets once a month during the school term and its executive officers handle all interscholastic activities, such as athletics, debating, etc. J. R. McKillop of Selma was elected chairman of the board of directors that consists of L. P. Linn of Washington Union, C. L. Geer of Coalinga, I. V. Funderburg of Kingsburg, and C. Leroy Walton of Caruthers, secretary.

G. W. CULBERTSON, for some years past principal of the Parlier High School, has been elected principal of the Dinuba High School.

D. C. WEAGE, District Superintendent of Clovis grammar schools, is attending the University of California summer session at Berkeley.

H. A. SESSIONS, supervisor of schools, Kings County, understands boys and girls. He was one of the first men in California to take up mental testing. For ten years he was chief probation officer of Fresno County, and in that position compiled over two thousand case studies. Mr. Sessions has been in school work for over twenty years. He came to Kings County as elementary supervisor from the principalship of La Junta Grammar School, Fresno County.

MRS. ELSIE I. BOZEMAN, Superintendent of Kings County schools, is working for the elimination of retardation in the schools under her jurisdiction. Mrs. Bozeman has found that in Kings County retardation is practically the problem of the child of foreign parentage. She believes that on this account a course of study should be worked out that would fit the case of the foreign child, and that it is wrong to force the child to use textbooks unfitted to his needs. Mrs. Bozeman and H. A. Sessions, elementary supervisor, have been experimenting in the Wayne School, a one-teacher school, with individual instruction in attacking this retardation problem. With individual instruction methods in that school the arithmetic age has been advanced thirteen months, the reading age six months, and the mental age nine months. The teacher of this school is Miss Mary Hampson.

As a start a guidance study has been made this last year of all eighth-grade students and also a report was secured on

educational statistics, Stanford achievement scores, and examinations. In the guidance study, age, years in school, language of home, home conditions, misfit, mechanical ability, drawing, verbal description, and Binet age were taken into consideration. Otis intelligence tests and character traits were studied. It is the purpose of Mrs. Bozeman to ultimately have these studies made of all pupils in the county schools.

C. E. DURHAM, District Superintendent of the Hanford grammar schools, has charge of six schools, forty-three teachers, and twelve hundred children. Mr. Durham has just been reelected for another two-year term on the Kings County Board of Education. During his six years as Superintendent in Hanford he has been most successful in his school constructive program and in supervision.

C. S. CLARK, Superintendent of Merced grammar schools, has had a comprehensive mental testing program carried out this year by Mrs. M. B. Derham. The attempt was to give a better grouping of the pupils and to remedial work with those who needed it. Midyear promotions were made for the first time and the reorganization necessary worked out most successfully. Mr. Clark finds the Merced plan of having separate schools for primary, intermediate, and upper grades of distinct value. Over 15 per cent increase in school attendance occurred this year in Merced. The school enrollment totals over thirteen hundred and a \$25,000 addition to the Galen Clark School is being built this summer to take care of the increased enrollment expected next year.

MRS. M. B. DERHAM, besides being the mental testing expert in Merced, also conducts the Galen Clark outdoor kindergarten. Mrs. Derham is ranked as one of the best kindergarten instructors in California.

THE TURLOCK SCHOOLS, under Miss Della B. Heisser, District Superintendent, had a wild-flower exhibit this spring that created great interest. Two hundred and sixty-one varieties of California wild flowers were displayed and classrooms competed in making large displays. The Masonic order of Turlock sponsored the wild-flower exhibit as part of its educational program and presented a banner to the students of the classroom winning the most individual blue ribbons. The Masonic order also gave a silver cup to the school winning visitor's contest. For three months the contest was on to see which school should have the most parent visitors. The general school exhibit of the Turlock schools near the close of the term was the most extensive ever given.

MISS DELLA B. HEISSER, District Superintendent of Turlock grammar schools, attended the N. E. A. at Seattle and is now attending the Washington University session in Seattle.

THE SCHEME OF handling school warrants that A. G. Elmore has worked out in Stanislaus County will be adopted in Fresno and Kern counties. Mr. Elmore has presented his system to the trustees of those two counties at their yearly meetings.

STANISLAUS COUNTY SCHOOLS, under A. G. Elmore, have this spring worked out plans for collective buying. Mr. Elmore, with the aid of supervisors, principals, and clerks of boards, has already made up his uniform lists. Collective buying for schools is thus being put into operation a year sooner than decreed by law.

A. G. ELMORE, Superintendent of Stanislaus County schools, held his trustees' institute June 9 in Modesto, at the junior high school. Clarence W. Edwards, Superintendent of Fresno

County, gave a report on a survey of transportation costs and problems. L. E. Chenoweth, Superintendent of Kern County, addressed the meeting, using as his subject, "Better School Legislation and an Ideal School System."

THE STANISLAUS COUNTY Teachers Association sent two delegates to the N. E. A. Leroy Nichols, principal of the Turlock High School, was chosen to represent the high school teachers, and Miss Elsie Van Wyck Turner represented the elementary teachers.

J. J. BERRY, District Superintendent of Oakdale grammar schools, has been appointed on the Stanislaus County Board of Education.

THE OAKDALE GRAMMAR SCHOOL graduated forty-three pupils this year. As a graduation exercise they presented Otis Carington's "Windmills of Holland."

BESIDES BEING an excellent school man, J. J. Berry, District Superintendent of Oakdale schools, is a poultry man. Mr. Berry's Bourbon Red turkeys are ranked among the highest in the United States. His turkeys are winning state and national awards. Poultry magazines have given much favorable publicity to the Berry strain of Bourbon Red turkeys.

A. D. SCHNEIDER, District Superintendent of the High Grove Grammar schools, has a graduating class of fifty pupils, the largest in the history of the school. For graduation the class presented the cantata, "Childhood Days of Hiawatha." The play was directed by Miss Mary Hornaday, music supervisor. The Hughson Grammar School this year has developed an excellent orchestra and band under the direction of Miss Hornaday and Mr. Langstroth.

THE MODESTO High School Band won third place at the national interscholastic band contest held this spring at Council Bluffs, Iowa. After winning the state championship of California, the citizens of Modesto raised \$7000 to send the band to Council Bluffs. The band is directed by Frank Mancini.

A. N. WHELOCK, Superintendent of Riverside city schools, and Ira C. Landis, Assistant Superintendent, are considering the forming of a central library for the Riverside grammar schools.

S. J. BRAINERD, Superintendent of Tulare schools, has made a reorganization of the Central Departmentalized School. Literature and English in one grouping, and history and geog-

raphy in another, are each to be handled by separate teachers. The spelling bee in Tulare schools, sponsored by the Fresno Bee, was a great success. The Central School won the trophy with an average of 95.45. The Central School highest room score was 99.03. At the Central building ninety-eight received 100 per cent badges. The Roosevelt School's average was 92.32 and there were one hundred and eighteen 100 per cent badges won.

DEWITT MONTGOMERY, Superintendent of Visalia schools, is giving two courses at Huntington Lake, Fresno Teachers College summer session. One course is on elementary school curriculum and the other is on public school education in California.

THE VISALIA JUNIOR COLLEGE had an enrollment of sixty-four its first year. The expectation is for a registration of more than a hundred this, the second, year.

AT A MEETING of the Board of Supervisors of Tulare County with the high school principals of the county, the supervisors decided to retain the \$70 tax rate for the support of the high schools, instead of reducing the amount to \$60.

THE VISALIA HIGH SCHOOL graduated fifty-eight students this year.

J. E. BUCKMAN, Superintendent of Tulare County schools, intends to start all the Tulare schools on the same date, fall term, September 12.

A COUNTY-wide testing program has been carried on in Tulare County by Superintendent J. E. Buckman this last year. The two rural supervisors, Esta Aulman and Alice Butler, have done a great deal of the work. The testing program has aided in diagnosing difficulties and has shown where supervising help was needed. The rural schools stood very high in the county rating in the tests. A series of section meetings of rural school teachers held throughout the county this year have been very successful. Mr. Buckman has collected photographs of the best schools and up-to-date apparatus in the county, which will be shown at the next trustee's meeting.

A. F. BASSETT, principal of the Fowler grammar school, is attending the Fresno State Teachers College summer session at Lake Huntington.

W. J. KIRCHER, principal of the Santa Barbara Junior High School, is conducting two courses in the Santa Barbara State

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Teachers College. One is on public education in California, and the other is on junior high school administration.

W. J. KIRCHER, principal of the Santa Barbara Junior High School, and committees of his teachers, upon which every teacher in the schools was included, have worked out a new course of study for Santa Barbara this year. The course is now being printed. In the construction of the new course, consideration of present junior high school theory and the Santa Barbara situation was used as a basis.

SANTA BARBARA has just passed another bond election for \$140,000 by a vote of four to one. The money is to be spent for a new elementary school and for the purchase of a site for a warehouse and the construction of a warehouse building.

THE NEW Santa Barbara Junior High School, upon which nearly \$1,000,000 is being expended, will be ready for occupancy January 1, 1928. A separate building for the high school shops, elaborately equipped, has just been completed. The new Harding Elementary School, costing \$150,000, will be finished in July.

D. S. RICHMOND, District Superintendent of Brawley grammar schools, had an enrollment of 1650 pupils this year, which was a 10 per cent increase over last year. The Spruce District School was recently annexed to the Brawley system. A new six-room primary building is being constructed suitable to Imperial Valley conditions, at a cost of \$23,400.

THE CORONADO grammar schools, in charge of Fred A. Boyer, Superintendent, every May have a most beautiful and spectacular May Day fête and pageant. It is an entire school project in which every teacher and over four hundred pupils take part. The fête is held in the municipal park and draws an audience of over two thousand people. Folk dancing, ballet dancing, gymnastics, calisthenics, and Maypoles are on the program.

THE VOTE for the Long Beach Junior College was carried by a majority of 15 to 1. The first year the junior college will be held in the new Woodrow Wilson High School Building.

A VOCATIONAL DIRECTOR is to be secured for the Long Beach city schools. This is the first time such a position has been operative in Long Beach.

THE NEW JUNIOR high school English course for Long Beach, which has just been published under the direction of Emil Lange, director of curriculum, is considered a most excellent piece of work. The course resulted from the efforts of a directed teacher committee.

B. M. GRUWELL, Superintendent of El Centro grammar schools, has placed a Frigidaire system in each of his five schools for cooling the drinking water. El Centro schools are the first schools in the United States to adopt electrical refrigeration for the drinking fountains.

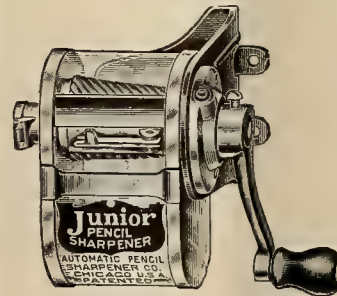
W. C. WILLIAMS, District Superintendent of Glendora schools, has been reelected with a most substantial increase in salary. This is Mr. Williams's eleventh year in Glendora.

MISS GLADYS POTTER, formerly Deputy Superintendent for several years in the San Bernardino County schools, has been appointed Assistant Superintendent in charge of supervision in San Bernardino County. Miss Potter replaces Miss Eva D. Edwards, who resigned to accept a position in the Alhambra city schools.

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OMAHA CITY SCHOOLS MAINTAIN PROGRESSIVE POLICY

By W. M. CULP

OMAHA, NEB., a city of 220,000 inhabitants, is a business town. Per capita wealth and per capita business done within its limits ranks Omaha among the positive commercial centers in the United States. As a business city, Omaha has made a real issue of her public schools, and during the last ten years, under the superintendency of John H. Beveridge, Omaha, in education, has held its own and led the way.

During these ten years eight and one-half million dollars have been spent in new school construction, until at present, in Omaha, there are five high schools, sixty grammar schools, sixty kindergartens, 1300 teachers, and an enrollment of 40,000 pupils, 9500 of whom are in high school. An 8-4 organization is in force and the yearly budget is \$4,000,000.



John H. Beveridge

Superintendent Beveridge has been fortunate in the assistant superintendents who have aided him in accomplishing his program. Miss Belle M. Ryan has had charge of general supervision of elementary schools. In the hands of James L. McCrory has been the supervision of the vast building program. Leon O. Smith has had charge of research and educational measurements.

The Technical High School, Omaha, perhaps embodies the philosophy of Superintendent Beveridge and epitomizes the strength and virility of Omaha. Education en masse tends to become machine-like, hard, a set of rules and regulations. In contrast to this is Superintendent Beveridge's belief in the socialization of school work, and Dwight E. Porter, principal of the Technical High School, is a man who has been able to put the theory into workable practice. Classically trained, Mr. Porter has had the vision of educating boys and girls for both work and leisure. And the Technical High School, as it has progressed, has become neither a hard-paced vocational school, nor a leisurely, literary, scholastic one, but has united in its aims and courses a well-rounded balance in arts, letters, and vocations. Mr. Porter is not a believer in the pure trade school for young boys and girls. He believes in the semi-trade school such as he is conducting, in which the student attends four years, and is not rushed through intensive trade courses in six months and then thrown out to work.

The Omaha Technical High School, in land and building, cost \$3,500,000. It enrolls over 4000 students. There is approximately fifteen acres of floor space in the huge plant. There are two miles of corridors, with the longest corridor having a length of 618 feet. The school is architecturally beautiful in massive effect, of four stories with center and two wings. Outside light is in every room. In the building are sixty-six general classrooms, twenty commercial classrooms, twenty shops, twelve laboratories, five drafting rooms, two art rooms, four domestic art rooms, four domestic science kitchens, two laundries, one orchestra room, one band room, two teacher study rooms, one bicycle room, one book room, one nurse's office, one library seating 185, one teachers' library, two reading rooms adjacent to library seating 325, one cafeteria seating one thousand, with complete kitchens and serving room; one practice cafeteria seating eighty, with kitchen and serving room; one music room seating 225; one auditorium seating 2050, with full stage equipment; two gymnasiums, one for boys and one for girls; one swimming pool, one greenhouse, and one exercise roof.

The main or administration part of the building fronts north. As one enters the main lobby, he is directly in front of the auditorium. The lobby is the only ornate part of the entire plant and is beautifully finished in marble. The administra-

tion section contains an addition to the general offices, commercial and general classrooms. In the east end of the building are found the physical training rooms, including the boys' gymnasium and the girls' gymnasium, the swimming pool, the locker and shower rooms, and on the roof the exercise room. This large roof, approximately half an acre, tiled, and accessible from the corridors, is used for open-air gymnasium work and for general recreation. Between the gymnasiums and this exercise roof, occupying an entire floor, is the household arts section, where eight hundred girls are taught the art of home making. Over the auditorium is the large cafeteria, completely equipped with dining-room, service-room, and kitchen. The dining-room seats practically one thousand at one seating and is filled four times each noon. The dining-room is so arranged by connection with the library by corridor that it is used as a study hall throughout the day.

The school is offering the various courses in commercial life, such as secretarial, accounting, and salesmanship courses. In the trades it offers preliminary training in carpentry, mill working, electricity, radio, commercial telegraphy, printing, pattern-making, forge, foundry, machine shop, and auto mechanics. For girls it offers training in household arts, with specialization in advanced cookery such as catering and institutional management; in the household arts, advanced dress-making and costume design. It has also a full four-year course in commercial art and college preparatory courses, with special reference to technical schools.

The west end of the building contains two units, the first of which holds the printing and electrical shops, the sales department, the music room seating two hundred, the laboratories such as home science, elementary electricity, physics, chemistry, biology, radio, commercial telegraphy, and the drafting rooms. The second unit farther west contains the industrial section of the building, where are found the spacious and well-lighted shops involving the wood and iron skills such as cabinet work, carpentry, mill-working, pattern-making, foundry, forge, machine, sheet metal, and auto mechanics.

On the top floor of the main section of the building, and in direct connection with the cafeteria and reading rooms, is the library, artistic and spacious, which with the reading rooms adjacent provides a seating capacity of five hundred.

The library has been made the center of all school life. Correlation with all school activities and projects are given life here. Five librarians are in charge. The attempt is to get the library approach and attitude to all work, and acquire at the beginning a sureful working knowledge of the library.

Features in connection with the school deserving comment are almost unlimited. The course in cafeteria management is most striking. On the same floor with the main cafeteria is the practice cafeteria. The capacity is for eighty people. The students in charge have to compete for business with the large cafeteria and they have to make their project pay its way. The situation is real and practical. The main cafeteria, run by hired help, is also self-supporting.

In the sales courses the students have real stores to operate, and in addition have the coöperation of the merchants of Omaha in their work. In the wood shops there is a large room in which a house or garage can be constructed, and the arrangements are such that after completion one end of the room can be opened and the building moved out to its permanent home.

In the shops are made most of the desks and tables for the entire Omaha system.

The socialization of school activity has been brought about through everybody being an active member of the student body. Student dues are ten cents per week. These dues allow the student to attend all games, all plays, all lectures; in fact, every activity of the school. The number of the four thousand students not paying this involuntary assessment is very limited. The aim is to spend all the money each year, and this is done

by bringing in outside lecturers, plays, or unusual attractions. At Technical High the school is the center of the student's interest.

From the instructional side the school is organized on the departmental plan. Each department head is held responsible for the teachers and work of his department. The twenty-one four-year courses given are as follows: (1) Art course; (2) auto mechanics course (internal combustion engine); (3) book-keeping and accounting course; (4) college preparatory (engineering); (5) college preparatory (liberal arts course); (6) commercial telegraphy (Morse); (7) electrical course; (8) forging course; (9) foundry course; (10) general course; (11) household arts course (catering and institutional management); (12) household arts course (costume design); (13) machine shop course; (14) mechanical drafting course (architectural or machine design); (15) nursing preparatory; (16) printing course; (17) radio course; (18) retail selling course; (19) sheet metal course; (20) stenographic and secretarial course; (21) woodworking course (cabinet making, mill working, carpentry).

In its largeness, in the scope of its aims, the Technical High School, Omaha, Neb., stands out as one of the great schools of the United States.

DEMONSTRATION SCHOOL ESTABLISHED

A DEMONSTRATION school has been established at the Woods School, Lodi, Cal., and will be under the direct supervision of Miss Helen Heffernan, State Commissioner of Elementary Education, and the County Department of Education.

It is the intention to make this school as near ideal as possible, where teachers from that section of the state may visit and see the elementary school work presented by the best modern methods.

The Woods School was chosen because it meets the requirements of a modern school, some of these being beautiful and spacious grounds, where all physical activities may be organized and carried on, room for gardens, an auditorium, and well-appointed classrooms.

Mrs. Erma B. Reese, member of the Houston School, Lodi, for the last four years, has been chosen principal.

MEXICAN BORDER SCHOOLS COÖPERATE

HORACE C. COE, Superintendent of Imperial Valley schools, and teachers and administrators of Imperial Valley have made a most forward step in the betterment of the handling of the Mexican school-child problem. Sponsored by the Imperial County Teachers Association, of which Homer F. Aker of Holtville is president, an international committee on education, to work with the administrators of the schools of Lower California, was appointed.

Members of the committee on the American side of the line include Y. P. Rothwell, chairman, Spanish-Americanization teacher, Calexico; Mrs. Laura Tyler, rural school supervisor, El Centro; Mrs. F. G. McCroary, El Centro; C. N. Vance, principal Brawley High School; C. R. Prince, superintendent Calipatria schools; Mrs. C. B. Collins, Holtville, ex-officio, and Homer F. Aker, ex-officio. On the Mexican side of the line, prominently interested in the committee, have been M. Q. Martinez, Inspector of Schools of the northern district of Lower California; Mr. Gomez, Superintendent of Mexicali schools; Miss Emile Coronel, music supervisor of Mexicali, and Miss Rosa Aguirra, second grade teacher in Mexicali.

This committee has tried to standardize the material taught on both sides of the line, so that children drifting over will be in the same period of grade development. During the seven months in which this coöperation has been carried on, a most decided improvement in the children's work has been seen. Within two years every teacher in the northern district of Lower California will have to be able to speak and write English. English is now being required of all students attending Mexican normal schools. This coöperative movement in the Imperial Valley is one of the most outstanding educational events of recent years along our Southern boundary.

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EMMETT CLARK POMONA SUPERINTENDENT

THE ELECTION of Emmett Clark to the superintendency of the Pomona city schools is one of the outstanding appointments of the year in Southern California. Mr. Clark succeeds G. V. Whaley, who for several years has successfully built up the Pomona school system. Mr. Whaley is leaving school administration work to enter the business field in Los Angeles.



Emmett Clark

Mr. Clark is preëminently fitted to handle the Pomona superintendency because of his knowledge of the Pomona school situation, on account of eleven years' teaching and principalship experience there. During his first three years he taught in the Kauffman School, for one year he was principal of the Central Grammar School, and since 1920 he has been principal of the Kauffman Junior High School.

Mr. Clark comes from a family that has long been identified with school work in New York State. He is a graduate of the grammar school and high school of Port Jervis, N. Y. For three and one-half years he attended the teachers' college of Syracuse University. In 1916 he came to California and in 1922 he received his A. B. degree from Pomona College.

Before coming to California Mr. Clark had a varied teaching experience. Though now only forty-three years of age, he taught in a district school state before entering college for the sum of \$8 per week. He has taught in the grade and high school at Plainville, N. Y., and also in the Cayuga Lake Academy, New York. During the two years previous to coming to California he was a teacher in the Brooklyn High School, New York.

Mr. Clark belongs to the Masonic Order and is chairman of the educational committee. For several years he has been a director of the Pomona Lions Club.

In his new administrative position this new Superintendent will build upon the foundation laid by his predecessor, G. V. Whaley. The first big piece of educational work in Pomona will be the making of a new junior and senior high school course of study. This course will be formulated by joint committees of the same departments in junior and senior high schools. A new building for the Kauffman Junior High School is being considered.

O. S. HUBBARD, Assistant Superintendent of Fresno city schools, has charge of the Fresno elementary schools. He is ex-officio director of research and has charge of all testing work throughout the entire system. Mr. Hubbard is University of California 1913, M. A. Stanford 1914. His first school experience was in the county office at Fresno, when Mr. Lindsay was County Superintendent. During William John Cooper's superintendency at Piedmont, Mr. Hubbard was his assistant. For two years Mr. Hubbard was principal of the Lindsay High School, and previous to coming to Fresno he was for five years District Superintendent of Madera grammar schools.

T. E. DUNSHEE of the Selma High School has been appointed principal of all Fresno evening schools. He will have charge of the Fresno adult education program, also.

E. H. COLEMAN has been elected director of health education and department of physical welfare of the Fresno city schools. Mr. Coleman will establish this department after a survey of all like departments in California. Mr. Coleman comes to his present position from the Fresno County Health Department.

WALTER R. HEPNER, Superintendent of the Fresno city schools, has worked out an arrangement with the Fresno State Teach-

ers College relative to Fresno City junior college students. The Fresno State College is under contract to take Fresno high school graduates who have not regular entrance requirements. If these students attain a certain standard in their studies, they will then be entered as regular college students at the end of the first year. Under this arrangement with the Fresno Teachers College, Fresno city hires a certain number of instructors and assigns them to the Fresno college faculty.

MISS ETHEL CARROLL, librarian of the Oxnard Public Library, makes out reading lists of several hundred titles for the children of the town each year. If they read a certain number from this list, the children receive library diplomas. If they read more than the recognized number, a gold seal is attached to the diploma.

MISS CLARA H. SMITH, supervisor of elementary schools of Ventura County, is taking a trip to Europe this summer with a group of friends from the San Jose Teachers College.

MRS. BLANCH REYNOLDS, Superintendent of Ventura County schools, is active in forwarding the petition for a Ventura County junior college which is now before the State Department of Education. This is the first county junior college in the state that has been up for organization.

FRANK M. WRIGHT, District Superintendent of El Monte schools, has his new building completed. The sewing-room and domestic science room are most attractively equipped. Basement supply-room and showers for boys and girls are most adequate. The El Monte Grammar School was so constructed that another unit can be added easily when necessary. There are now nine hundred students registered in the El Monte schools.

JOHN A. CRANSTON, Superintendent of Santa Ana schools, has been reelected for another four-year term. This makes twenty-four years that Mr. Cranston has been elected for service in the Santa Ana schools. Mr. Cranston of Santa Ana and A. N. Wheelock, Superintendent of Riverside, are two of the Superintendents of California with the longest tenure in one place.

R. P. MITCHELL, Superintendent of Orange County, and his County Board of Education are making a new manual this summer.

MR. HUFF, principal of one of the junior high schools, Long Beach, has been elected to the district superintendency of Huntington Beach. Mr. Huff has for twenty years been prominently identified with the Long Beach city schools as teacher and principal.

A. L. VINCENT, Superintendent of Ventura grammar schools, has been reelected for his fifth four-year term. Ventura City, on account of the big oil developments in the vicinity, has increased over 20 per cent in school population this last year. This spring fifty-six pupils were graduated. Four schools and two special kindergartens enroll fifteen hundred students. Ventura's teaching force numbers forty-five.

R. B. HAYDOCK, Superintendent of Oxnard grammar schools, has been on the Ventura County Board of Education without a break for thirty-three years.

E. L. VAN DELLEN, principal of the Salinas High School, is conducting a \$60,000 building program. A unit is being added to the present plant. The new section will be used for the junior college. A cafeteria 120 by 140 feet, of very special completeness, is also being constructed.



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NEWS AND COMMENTS

By HARR WAGNER

THIS IS THE open season for culture, credits, recreation, rest. We envy the teachers and administrators of the various school systems who know how to get the most out of life in this margin of time from July to September.

THE ADVANCE in transportation from the oxcart to the flying machine is no more remarkable than the advance in education from the few public and private schools to the tremendous educational foundations of today.

HELEN HEFFERNAN placed unusual emphasis on rural education in a brief talk before the State Board of Education at the Fairmont Hotel recently. William John Cooper, Will C. Wood, Helen Heffernan, Mark Keppel, and in fact approximately 75 per cent of our successful men and women have either attended a rural school or taught one, and so have had personal contact with many of the rural school problems. It is a false educational system, however, that would try to graft upon country schools the standards that govern the city school systems. In many cases the rural school, with its eight grades and one teacher, solves the problems of self-development.

THE PUBLISHING of books in California is becoming an important industry. The latest adventure in that field is that of J. W. Stacy, Incorporated, who conducts the largest medical book store on the Pacific Coast. The new book entitled "Round the World With a Psychologist" is by Doctor Lillian J. Martin. The volume, which is priced at \$2, is different from the usual travel book and will make a place for itself in individual and public libraries.

ARCHIBALD ANDERSON, who was acting president and president of the State Teachers College, San Francisco, passed away June 9. Mr. Anderson was a man of great gentleness of manner, fine integrity, and a devoted student. He graduated from the University of California in 1898. With the exception of two years' teaching in the Philippines, he engaged in educational work in California as a teacher, principal, acting president, and president of the State Teachers College. His most notable contribution to education was thirteen years of service as chairman of the committee on education in the Commonwealth Club of San Francisco.

IT IS ASTONISHING to note from newspaper reports from various parts of the state how many women teachers have been dismissed from their positions because they are married. In many cases these teachers have been married and teaching for a number of years. Women who are competent, experienced, and sympathetic teachers and who have broad vision and sensible viewpoints are going to be driven from the teaching pro-

profession and swing their talents into other channels if school boards continue the policy of dismissing teachers who are married, or if they discriminate against a married woman teacher. A woman is most often the best judge of her own business. Women have managed families and affairs successfully for a good many years, and it is discouraging to women who are progressive to learn of narrow-minded school boards who refuse to have married women in their schools. When a woman is seeking a position she stands on her merits, not upon her matrimonial status, any more than a man. How many men are refused positions because they are married? A teacher should be judged by ability, education, and experience, not by the answer to the question, "Are you married or single?" Marriage is a personal affair of one's own. If women are to choose professions other than teaching, let them choose in each case that for which their talents fit them best. The ideal teacher is the one, man or woman, single or married, whose great love for teaching and for the youth of America leads him to the schoolroom to be a help, a guide, an inspiration, to those children who tomorrow will be the citizens of the United States and of the world.

COUNTY PURCHASE OF SCHOOL SUPPLIES

WHEN THE LAST Legislature passed the act known as the Carter Bill, making compulsory the purchase of school supplies, except for districts of the first and second class and high schools, through the County Superintendent, or, when authorized by him, through the County Purchasing Agent, it was felt by its proponents that a long step in advance had been made in the interests of the smaller districts. Since the measure has become a law, however, although not effective until February 1, 1928, the practical difficulties of putting its provisions into effect have become somewhat evident and the wisdom of the step and the supposed necessity for same may be questioned.

It will be recalled that similar measures have been brought before the Legislature at the last four or five sessions, but have been defeated each time, largely, it is charged, through the activities of the corporations dealing in school supplies. This fact alone to the minds of those of radical tendencies was sufficient reason to believe that it would be to the interest of the schools. The former opposition to the movement, however, we believe to have been on practical grounds, based on many years of experience dealing with the educational business public, while the desire to change this system was based on theoretical grounds that large savings could be effected, thus leaving more funds for purely educational purposes.

It is probably true, as charged, that many abuses crept into the method of supplying the individual district, but these so-called abuses were being rapidly corrected by the higher ethics governing modern business, by the gradual elimination of the irresponsible or "wildcat" agent, by the publicity surrounding every public business transaction, and by the efforts of the houses themselves who were sufficiently responsible and substantial to remain in the business year after year.

The sale of school supplies, we understand, has always been highly competitive; wholesale prices or less have been consistently the rule, and in addition school districts, especially the smaller districts, have been notoriously lacking in promptness in paying their bills for merchandise, thus putting on the merchant the burden of carrying the account for six months or longer, even though the margin of profit be frequently less than on any ordinary commercial transaction which is liquidated in thirty days.

If any saving is made through bulk purchases under the new cooperative plan, it is very likely to be more than dissipated in the additional expense incurred in putting it into effect. It means that practically fifty-eight counties will have to go into the school supply business, carrying fifty-eight warehouse stocks, with the necessary distributing machinery and requiring a vast expenditure of funds in order to give service to the schools, a service which is now freely rendered by a few large school supply dealers carrying enormous stocks often running into hundreds of thousands of dollars, and who maintain complete and highly trained organizations to meet the enormous demands of the very seasonal school supply business.

It is feared also that educational matters will suffer if the County Superintendent's office is burdened either with the actual purchase and distribution or with the responsibility of providing the necessary coöperation with the office of the County Purchasing Agent, where such exists. This burden and responsibility is probably greater than the County Superintendent now realizes, and whereas his chief function has heretofore been to supervise the educational interests of the schools in his charge, he will now find that this new duty, for which no additional compensation or assistance has been provided, will require a great deal of time and thought, to the undoubted detriment of the real functions of the Superintendent.

Many California counties, during the past decade, have voluntarily tried the equivalent plan of coördinating the purchases of many or all of their districts, with the result that, with the exception of two, where the system is of recent application, have abandoned it and allowed the districts to return to the plan of individual purchases made by the trustees elected for that purpose and according to their individual preferences and business judgment.

Many trustees resent the taking away of their privilege of exercising their right to conduct the affairs of the school under their charge as they see fit. They occupy a position of trust and confidence in the community, having been elected by their neighbors and friends to conduct the affairs of the school, from the employment of a competent teacher to supplying the necessary equipment and material, and they now feel that their prerogatives are infringed upon, their ability and judgment questioned, and they are forced to accept the kind and class of goods purchased for them, whether of satisfactory grade and character or not.

If any effective economy can be produced by the operation of the new law, or any improvement in the tone and character of the schools can be procured, there will be no opposition to such provisions, but there is sufficient doubt as to its efficacy until given a thorough trial, that the educational public may well reserve its opinion until a later date. If it prove to be detrimental to the best interests of the schools, then it should be repealed at the next session of the Legislature.

HARMON AWARDS ANNOUNCED

ANNOUNCEMENT was made June 27 of the awards for distinguished public service made by the Harmon Foundation of New York through *The Survey* magazine. Miss Ethel Richardson of Los Angeles, Cal., was awarded \$1000 and gold medal for her work in adult education as Assistant State Superintendent of Public Instruction. Fifty-three nominations were made to the jury for consideration for this award "to the individual who, in the opinion of the jury, has been responsible during the calendar year 1926 for the creation, introduction, or development of a distinctive contribution to the social, civic, or industrial welfare."

The announcement states that California is carrying forward the largest scale project in adult education on this side of the Atlantic, a challenge and model for the other states in the Union. A great number of men and women have collaborated in the adventure of it, but there is general agreement at Ethel Richardson, Assistant State Superintendent of Public Instruction, has been not only the executive in charge, but the animating genius of the whole undertaking.

The year 1926 marked the definite expansion of the work of which she is director, from a department of immigrant education to a department covering the whole field of adult education. This stage was entered upon at the conclusion of ten years' experience under the Home Teacher Act of 1915 and succeeding statutes. The year 1925-26 was the first in which every city in California with a foreign-born population large enough to operate under a city superintendent of schools undertook immigrant education. In twenty-three cities trained supervisors were in charge. In addition 115 union high school districts were carrying on education for foreign-born adults, total of 1148 classes. The official figures gave a total enrollment of 44,000 people. The 1926-27 report will show 50,000 people enrolled and an expenditure of half a million dollars.

California got its inspiration from the early work of the social settlements in dealing with immigrants, but has been the first commonwealth to apply their technique in a state-wide program as part of the public school system. It has turned "Americanization" from a word into a reality. As sensitive to the heritage of the immigrant as to the contribution of America, the home teachers have reached the Spanish-speaking cotton growers of the Imperial Valley and orange pickers in La Habra, Japanese on the Ventura ranches, and Portuguese dairymen up and down the San Joaquin. They have dealt with German housewives in the Lodi, and Italian sardine fishermen at Monterey, with men and women of all races and vocations and localities.

WHEELOCK COMPLETES 30 YEARS' SERVICE

IN THE DEVELOPMENT of schools in Southern California, A. N. Wheelock, Superintendent of Riverside schools, has played a most important part. For thirty years in Riverside he has seen his city and all Southern California grow in educational matters, until at the present time the southern section of the state is outstanding in educational procedure, teachers, and equipment.

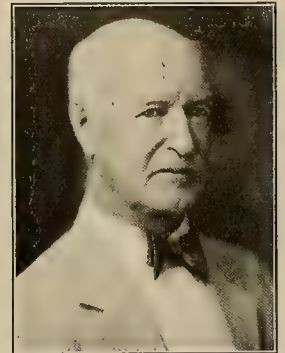
Riverside thirty years ago had hardly been reclaimed from the desert. Now it is a beautiful city with shaded streets, attractive homes, and a Mission Inn known in all parts of the world.

At the end of thirty years' work in Riverside, Mr. Wheelock finds himself with an excellent educational development. A fine senior high school has been built, a junior college unit is growing rapidly, new grammar school buildings have been constructed, and now three new junior high school buildings are being erected.

It is noteworthy to mention that each of the three new junior high school buildings has been designed by separate architectural firms. The Chemawa Junior High School, costing \$175,000, is the work of Alfred W. Rea and Charles E. Garstang; the University Heights Junior High School, being built for a like amount, was drawn by John C. Austin, Frederick M. Ashley, and W. Horace Austin, and the Central Junior High School, for which \$350,000 is to be spent, is the work of Marston Van Pelt and Maybury.

Mr. Wheelock this June offered his resignation, but the Board of Education refused to accept it. During his stay in Riverside Mr. Wheelock has served five full terms of four years each under the city charter. Previous to this he was District Superintendent for five years, and before that he had taught in the Riverside schools for five years. In point of tenure Mr. Wheelock is one of the oldest City Superintendents in Southern California.

This last year the Riverside Board of Education created an assistant superintendency, which has been most ably filled by Ira C. Landis, former County Superintendent of Schools. Mr. Wheelock has delegated to Mr. Landis all matters relative to the Riverside elementary schools.



A. N. Wheelock



University Heights Junior High School, Riverside, Cal.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL

County Library Organizer, California State Library

Reading Certificates

DECIDED interest is being shown by the children of Tehama County in the reading of good books sent them by Miss Anne Bell Bailey, county librarian, who has contributed the following interesting notes.

The call for reading certificates in Tehama County this year as a result of talks to the children when visiting schools has been surprising, 235 as against 46 last year.

The form of the certificate in this county calls for a list of the five "best books" read during the year, and the children are left free to make their own choice from the books sent to the school from the county library.

Unlike Cinderella, who longed for experiences of grandeur she could never have, the children in the mountain districts of this county prefer books that tell them of things about which they are familiar, and it is interesting to find the stories of "city children" ignored while books about horses, dogs, bears, and other wild animal friends are listed over and over again, and books dealing with pioneer days, the breaking of the wilderness, and outdoor life bid strongly for second place.

During the year the library has been sending a monthly bulletin called "The Slate" to the teachers of the county, containing recommendations (with short reviews) of professional reading and occasional titles of children's books that have proved themselves worthy of special mention.

The last number for the year is devoted to a list of professional books to be read during the summer vacation.

Joint Meeting at Gearhart

THE California Library Association and the Pacific Northwest Library Association held a joint convention, June 13-15, at Gearhart, Ore. These two large associations, which include librarians from California, Oregon, Washington, Utah, Montana, Idaho, and British Columbia, have adopted a plan of holding a joint meeting every three years. This was the first of these joint meetings. Its success seems to indicate a fine understanding and most friendly relationship among the libraries of the Pacific Coast.

At the county library session, the opening

evening of the conference, four county librarians of California gave the librarians of the Northwest as complete a picture as possible of the county library system of this state. Mrs. Julia G. Babcock, librarian of Kern County Free Library, presented the subject "A Large County Library"; Miss Minette L. Stoddard, librarian of Merced County Free Library, spoke on "A Middle-Sized County Free Library," and Miss Lenala Martin, librarian of Lassen County Free Library, told about "A Small County Library." Miss Eleanor Hitt, librarian of San Diego County Free Library, linked the parts together, showing the California library system as a whole and the relationship existing between the State Library and the other libraries of California. It was a masterly presentation on the part of these four librarians, and much appreciation was expressed by the librarians of the Northwest and also by the delegates from California.

Miss Anne Mulheron, librarian of the Portland Public Library, president of the P. N. L. A., and Milton J. Ferguson, president of the C. L. A., had prepared an excellent program for the joint convention and a most successful meeting was held. California was represented by 110 librarians. The convention ended in time for delegates to reach Toronto by June 20 for the conference of the American Library Association. Miss Edith Coulter of the University of California Library was chosen by the C. L. A. to represent California on the A. L. A. Council at Toronto.

Mrs. Frances B. Linn, librarian of the Santa Barbara Public Library, was elected president; Miss Minette L. Stoddard, librarian of the Merced County Free Library, vice president, and Miss Hazel Gibson of the staff of the Sacramento County Free Library, secretary-treasurer of the California Library Association for the ensuing year.

Death of Miss Edna I. Allyn

THE CALIFORNIA friends of Miss Edna I. Allyn, librarian of the Library of Hawaii, will learn with great sorrow of her recent death in Honolulu.

Miss Allyn's attractive personality, beautiful character, gentle spirit, and interest in

others caused her to be greatly beloved by all who knew her.

As a librarian she had vision and the executive ability to cause her visions to become realities. Her outstanding work for the Hawaiian Islands was making library service possible for all the residents of all the islands.

In a recent report Miss Allyn wrote: "The Library of Hawaii, established by legislative act in 1909, was opened to the public February 1, 1913. As a territorial library maintained by legislative appropriation, it undertook from the beginning to give service throughout the islands. This it continued to do for eight years, and in 1920 was serving 254 stations, 166 of which were on island other than Oahu. The extension work at this time had become too unwieldy to be handled by a small staff from so remote a center separated by difficult waterways from the large number of stations. A study of different methods of distribution and administration and a canvass of the wishes of other island communities resulted in the enacting of county library law by the Legislature of 1921. This law provided a territorial appropriation for maintaining the libraries that should be organized."

This simple statement of facts has back of it a story of devotion to others and to her profession that the discerning will read between the lines. It was due to Miss Allyn's vision of the meaning of county library service and her persistent, tireless efforts that the county library law was enacted, the service of a county library organizer secured, and the Territory of Hawaii made the first governmental unit in the world to complete its organization of county libraries.

Plumas and Sierra Custodians' Meeting

THE FOLLOWING interesting report has been received from Miss Edith Gantt, county librarian of Plumas and Sierra counties:

Because of the distances between branches and the expense of mountain travel, the county librarian can visit her custodians but once or, at most twice a year. This isolation often entails a lack of understanding of routine and the reasons for certain procedure, with occasionally a gradual indifference toward the work. Meetings with exchange of comment and suggestions bring quickening of interest, as well as a broadened outlook on the work.

At this first meeting it was decided to devote briefly with some points of routine, but to put the main emphasis on the work with children. The ten custodians who were able to come were

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Parson's Wild Flowers of California

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eenly interested. A demonstration of desk work was given to help make this work more uniform. Since the prompt handling of special requests demands close teamwork by the custodian and headquarters, Mrs. Dunn of headquarters, with charge of the Quincy Branch Library, gave a clear and concise talk on the routine of special requests.

Roll call was held with each custodian responding with a brief report. One Sierra County free library custodian, Mrs. Perry of Sierraville, now in her eighty-seventh year, gave her report and told how much she was enjoying the work. A Plumas County custodian, Mrs. Hail of Spring Garden, told of an interesting library in Meadow Valley sixty years ago, when there were probably a dozen women in Quincy and Meadow Valley together. Others discussed the books called for in their lumber camps, mines, summer resorts, or farming centers.

Since more and more of the training of youth is being turned over to the schools and libraries, it is fair enough to point out a few things the home can do for children. We had Mrs. D. N. Rogers give a talk on "Introducing the Classics to Children Through Reading aloud." She has the happy memory of being read to as a child and is now reading to her children many of the old favorites, as well as the new. This past winter her ten-year-old daughter and twelve-year-old son have thoroughly enjoyed Lorna Doone, Longfellow's Miles and his, Miss William's edition of Irving's Rambles, and some of Lamb's Tales from Shakespeare among other things. This is undoubtedly the happiest way of developing an appreciation of good books. If we could only persuade more parents to do it!

After the luncheon, which was served in the library reading-room, the meeting continued with a splendid talk by Miss Lenala Martin, librarian of the Lassen County Free Library, on "Library Work With Children." We cannot emphasize the importance of this work too much. Mrs. A. L. Payne, teacher and custodian both, opened the round-table discussion with a little talk on "How the Teacher Can Stimulate Children's Reading." Everyone took part in the discussion and seemed to find it enjoyable and helpful. We hope that this meeting is but the first of many.

Miss Lenala Martin, librarian of Lassen County, is a member of the Lassen County Chamber of Commerce. As chairman of a women's committee to provide entertainment

for one of the dinners, she arranged to have the library represented by a talk on Eastern and Western libraries by Miss Gantt, librarian of Plumas and Sierra counties free libraries. Another speaker, Mrs. Rodder of Reno, also spoke of the library in her talk, commending the wonderful collection of books she had found in the county free library at Susanville.

Notes

MISS K. E. OVERBURY, county librarian of the West Riding of Yorkshire, England, was sent by the Carnegie United Kingdom Trust to the United States to visit libraries and attend the convention of the American Library Association at Toronto. She was also able to attend the joint meeting of the Pacific Northwest and California library associations at Gearhart, Ore. Her itinerary included California. While here she visited the State Library, Sacramento Free Public Library, and the county libraries of Sacramento, Alameda, Merced, and Mariposa counties. Miss Minette L. Stoddard, county librarian of Merced and Mariposa counties, showed her a county library branch in the heart of Yosemite Valley.

DOCTOR E. E. LOWE, librarian and curator of the City of Leicester, England, visited the State Library in June. California has been fortunate in having most delightful visits from English librarians during the past year.

THE BOARD OF SUPERVISORS of Marin County has provided very attractive headquarters for the county library and has purchased an automobile for the official use of the county librarian, Miss Muriel Wright. Community branches are being established and a solid foundation for the future of the library is being laid.

CARLETON B. JOECKEL, who has been librarian of the Berkeley Public Library since 1914, has been granted leave of absence for one year so that he may become associate professor of library science at the University of Michigan.

THE LIBRARIANS of Del Norte and Humboldt counties held a luncheon conference at Eureka Inn on April 30. Miss Ida M. Reagan, president of the Seventh District, California Library Association, presided. C. E. Graves, librarian Humboldt State Teachers College, was the principal speaker.

DURING THE month of May the county library organizer visited the county libraries of Alameda, Marin, Monterey, Glenn, Tehama, Siskiyou, and Trinity counties.

THE SAN ANTONIO School District has become a part of the Los Angeles city school system. George F. Grimes, who was superintendent of the San Antonio district, is now principal of the San Antonio Grammar School.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

A NEW salary schedule for all employees of the Glendale city schools was practically agreed upon by the Board of Education at a recent meeting. The schedule will go into effect July 29. Richardson D. White is City Superintendent of the Glendale schools, which have made a record for rapid growth and progressive policies. The sum of \$1,100,000 was recently decided upon for a new high school and educational purposes in Glendale.

T. D. JOHNSON, principal of the grammar school at San Juan, presided at the dedication exercises held in San Juan when the cornerstone of a new grammar school was laid recently. The event was a community gathering. A. H. Merrill of the San Benito County Junior College was one of the speakers. Albert Taix of the local school system directed the music.

ALL BUT ONE of the Ceres High School teachers will return to their duties in the high school this fall, it is reported. The exception is Harold Hill, science teacher, who will study at the University of California. C. F. Perrott is principal of the Ceres High School.

AN ADDITIONAL unit to the school, two new school busses, and school equipment will be the manner in which the recently approved bond issue of \$25,000 will be spent in Merced.

THE ENTIRE teaching staff of the Bakersfield city schools, where C. E. Teach is City Superintendent, has been reelected and a number of new teachers have been added to the force. Increases of salary were granted at a recent meeting of the Board of Education to a number of teachers, supervisors, and other members of the educational staff.

MRS. N. LURA DORRANCE, principal of the high school in Bridgeport, has resigned.

D. J. SEDGWICH, principal of the high school, Cupertino, reports that five of his teachers have resigned from their positions to be married. This is about 50 per cent of the Cupertino High School force.

THERE WILL BE about seventeen new teachers in the Monterey Union High School when it opens for the fall term, it is reported. The

elementary teaching staff will not have so many changes. J. H. Granves is Superintendent of the Monterey schools.

GEORGE MAX WILHELMY of Sunnyvale has been elected principal of the Jefferson Union School, Santa Clara. Mrs. Elizabeth Marchisio of San Jose has been appointed vice principal. The new \$100,000 school building at Lawrence Station for the Jefferson district will be completed by the opening date in September, it is said.

NORA MEADOR, principal of the Harding School, Fresno, and eighth-grade teacher there for the past thirteen years, has resigned to accept a position in Fullerton.

A TEN-PERIOD day instead of an eight-period day will go into effect at the Kern County Union High School, Bakersfield, this fall, in order to accommodate the increased attendance. H. A. Spindt is principal of the high school.

VOTERS of the Soledad School District, near Salinas, have approved a school bond issue of \$75,000.

E. E. OERTEL will head the schools of Newman, Cal., this next year.

E. E. WAHRENBROCK, for eight years head of the science department of the Hanford High School, has resigned in order to accept the position of principal of the high school in Parlier. The former Parlier principal, G. W. Culbertson, will be principal of the Dinub High School.

MELROWE MARTIN, principal of the Anal High School, has been appointed Superintendent of the schools in Albany, Cal.

THE STEADY STREAM of visitors to the new studio building in Palo Alto, designed by Pedro J. Lemos, Stanford art instructor, has made it necessary for the American Crayon Company offices to be moved from there in order that business shall not be interrupted.

WALTER R. HEPNER, Superintendent of the Fresno city schools, is at Stanford University during the summer session, June 20 to July 30.

THE APPLICATION of the San Jose Federation of Teachers Clubs has been denied its application for increases in salary. The increase applied for, it is claimed, would deplete the funds urgently needed for repairs, upkeep and additions to school buildings. The San Jose school system has been growing rapidly.

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The present salary schedule is regarded as being on an average with other school systems of its size.

THE NEW school in the Hester district, San Jose, has been named the M. R. Trace School in honor of the man who served the Hester School as principal for a quarter of a century. Mr. Trace passed away about a year ago.

ELMER ELDRIDGE has been appointed teacher of farm mechanics, woodwork, and auto mechanics in the Orosi Union High School, Orosi. Mr. Eldridge is a local man. He is attending the summer session of the University of California now.

IT IS RUMORED that W. E. Faught, Superintendent of the Modesto schools, and J. H. Bradley, Superintendent of the Lindsay schools, are going to trade positions. Faught's term expires August 1. Mr. Bradley has been Superintendent in Lindsay for four years and has a good educational background. It is reported that there are fewer vacancies this year in teaching positions in the San Joaquin Valley.

JAMES G. FORCE, Superintendent of the Monterey County schools, was presiding officer at the recent dedication of the new \$75,000 school building at Castroville.

A BULLETIN entitled "Books and Notes" is issued quarterly by the Los Angeles County Free Library and contains much valuable information. Its purpose is to make the work of the Los Angeles County Free Library more generally known and to provide for the use of the patrons a more accessible list of the books added to the library from time to time.

MRS. ALICE MULCAHY, Assistant Superintendent of Schools, Tulare, is attending the Stanford University summer quarter.

ART AND MANUAL TRAINING

R. J. FULLAM, director of the art department of the St. Cloud, Minn., schools, shows a progressive originality which is worthy of emulation. He has correlated the work of the departments of art and manual arts, giving the students the opportunity to work out problems which lend themselves effectively to window display or decoration. He then obtained the cooperation of the local merchants in allowing the students to display their work in the windows of the downtown stores. The interesting and attractive display shown here was made and arranged by high school students and was generally conceded to be one of the best window displays St. Cloud has ever had.

Mr. Fullam has now gone a step further. This year marks the forty-fifth anniversary of the Frandel Department Store, in St. Cloud, and he has obtained the consent of this company to allow the students to work up a window display featuring the styles from 1882 to 1927. All the decoration, including draping and background effect, will be made in the art department of the school. In addition to this the art department will also do the advertising in the local newspapers. All drawings for cuts will be made in



the general form of newspaper layouts. The campaign includes five block ads running up to the grand opening with full-page advertising.

The entire expense of both window displays and advertising will be borne by the Frandel company.

In thus adapting its work to the needs of the community, the practical side of the work of the art department is stressed and the public is brought into closer sympathy and understanding with the schools. It also stimulates the interest of the pupil and is an important factor in producing astonishing results.

The entire display pictured above was made and arranged by high-school students and includes magazine racks, wall racks, sewing tables, etc., decorated pottery and textiles, objects of art carved from Ivory soap, relief decorating, carved screens and frescoes at the back and sides, and the whole artistically backed by an unusually brilliant poster display, done with the American Crayon Company's Prang Tempera paints.

CHARLES C. HILL, principal, was reappointed to his position by the Board of Education, Wasco, Kern County, and seven new teachers were appointed to the high school faculty at a recent meeting of the board.

ZAMORA School District, near Woodland, has voted for a \$15,000 fund for a new grammar school building. There was not a dissenting vote cast.



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TOYS EVERY CHILD CAN MAKE, by Harry B. Wright: "Who cares if it is raining or too stormy to go outdoors? Wouldn't it be wonderful if a messenger straight from the North Pole suddenly appeared before you and told you that he had been made chief assistant to Santa Claus himself, and if under his arm he carried an order book full of wonderful ideas for making toys, the kind of toys that boys and girls always like! This toy-making book is just like that order book." This is the introduction in part to a most fascinating book which gives directions, patterns, and suggestions for making toys of every variety. The book is practical for home, schoolroom, or library. It will be a boon to many busy teachers. (Bruce Publishing Company, 354 Milwaukee Street, Milwaukee, Wis.; California School Book Depository, 149 New Montgomery Street, Western representative. Price \$1.60.)

THE SCHOOL BOARD MEMBER, by John C. Almack: Here is a thorough and practical discussion of problems that confront every school director. It is a school library book in which the solving of problems becomes interesting as well as helpful. (The Macmillan Company, 350 Mission Street, San Francisco, Cal. Price \$1.50.)

HISTORICAL MEMOIRS OF NEW CALIFORNIA, by Fray Francisco Palóu, translated into English from the Archives of Mexico by Herbert Eugene Bolton, professor of American history and director of Bancroft Library, University of California: Doctor Bolton, in this work, has not only made a great contribution to historical material of the Pacific Coast, but to literature as well. The introduction, the translations, and the notes all show a felicity of expression which holds charm for the reader. The historical material is of great interest on account of its source value. Fray Palóu was an eyewitness of the events that he recorded. This source material has not heretofore been available to the student of history. It is, therefore, an epoch-making publication. The memories of Palóu cover

the life and times of Serra—the founding of San Francisco, the establishing of the missions, the education of the Indians, the political activities and changes, and the habits and customs of the people of his time. Doctor Bolton approached the translation of Fray Palóu's memoirs with an open mind. The pages express a sympathetic interpretation and a keen appreciation of historical values. Librarians and individuals should evince special interest in a publication of such great historical value. This source material, once available to the few who made research of Spanish manuscripts, is now available to everyone who desires it. (University Press, Berkeley, Cal. Price of set, \$14.)

PUSSY PURR-MEW, by Guy Winfrey, illustrated by Louise D. Tessin: This is the diary of a kitten and carries the interesting feline through many experiences until she has kittens of her own to care for. After continuing the story through one year, the diary states "I am a very busy cat. It is quite a task to take care of four kittens and catch mice and gophers, too. I told mother I thought I had too much to do, and she said if I wanted to take care of my family properly I would have to give up writing. So I am afraid I cannot tell you any more after this, for although I would like to have a literary career and be famous, I cannot neglect my children. No good mother would consider anything so good as her family. . . . Well, I must go and wash my children's faces now. Good-by." And so the story ends. But it is great fun to read; the little folk will truly enjoy it. There are certain values in this book, too—kindness to animals, industry, observation—all of which are indirectly included. The large type, the thoroughly charming and humorous illustrations, all combine to make this an excellent book to read to children and to let them study for themselves. The matter is adapted to children from the first to the fourth grades and is an excellent book for the library. It is designed, of course, for the trade, but that should not bar its beauty and interest values from the schoolroom. The author, who also wrote "Bunny Bearskin," is a California man. Louise Tessin, illustrator, is art instructor in the Sacramento schools. (Milton Bradley Company, 554 Mission Street, San Francisco, Cal.)

POEMS FOR THE CHILDREN'S HOUR, by Josephine Bouton, with introduction by Carolyn Sherwin Bailey: It has been truly said of this neat and attractive volume that it "is for the appreciation of children, not one of whose pages the adult will have to interpret and adapt in order to form a taste for poetry in the early years." The divisions of poems in the book are: The Home; The Pantry Shelf; In the Country; In the Town; Autumn; Winter; Spring; Summer; Thanksgiving; Christmas; Valentines; Courage and Country; Easter; Fairy Trails. Poetry of the past and present both find a place here. Teachers, librarians, mothers, anyone who likes to bring the best of seasonal, appropriate poetry to the child's attention will be delighted, as the child will be, with this 363-page volume. (Milton Bradley Company, 554 Mission Street, San Francisco. Price \$1.75.)

OREGON CHIEF, by C. E. Hudspeth: Here is a small volume which has interest value, desirable attitudes, and definite projects combined. The story, written by a former cowboy, who is now the principal of the Washington School, Oakland, Cal., rings true to

the West. The stories are short, informational, simple, and vivid. All children are thrilled with the romance of the great outdoors and with animals and stories of life that are true but different. Here is the book that answers such a call! The material is adapted to about the third grade. One of the valuable features is the "Things to Think About" and the "Things to Do," together with outline drawings, which conclude each short chapter. After the story told by the author the horse tells his own story, and something of the artist and author are included in the volume. A condensed manual and suggestions to teachers complete the work, which will prove a joy to every primary teacher. Ida Vandergaw, director primary work, Oakland city schools, has written the preface. The book may be used in sets in the schools. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 80 cents.)

SPELLING GAMES, by Nell K. Gleason, illustrated by Leone Schwem: This is a book of devices to be used in teaching spelling and a summary of procedure for teachers. The spelling projects for drill are worked out as if each were a game and the old drudgery of a drill system is presented in an entirely new form. The book is attractive, not only on account of its new and interesting style of presentation and good makeup, but because of the charming black and white illustrations which appeal through their very simplicity and appropriateness. (Beckely-Cardy Company, 17 East Twenty-third Street, Chicago, Ill. Price 80 cents.)

PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS, by Homer B. Reed: This volume brings to the reader the results of the researches in all or most of the elementary

school subjects, including reading, arithmetic, handwriting, spelling, language, history, and geography. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price \$2.)

A WISE WOMAN AT THE COURT OF HYTELA, A One-Act Play Particularly Adapted to the Use of Older Girls, Students in Health Education: The theme of the play is the health examina-

tion and its follow-up, a difficult subject to think of in any sort of dramatic terms. The play, however, is full of color, swift in action, and at the same time puts the whole story across in a sound educational way. Eleven speaking characters and twelve attendants are required. Time about forty minutes. (Woman's Foundation for Health, 370 Seventh Avenue, New York. Price 35 cents.)

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THE WESTERN JOURNAL of EDUCATION



AUGUST, 1927



Gold was one of the "building materials" of California. These men are 49'ers, panning gold. From an old London reprint.
—California History—Wagner and Keppel.

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VOL. XXXIII, No. 8

SAN FRANCISCO, AUGUST, 1927

PRICE, 15 CENTS

THE BUILDING MATERIALS OF CALIFORNIA

By RUTH THOMPSON

CHARACTERS

RALPH

Fifteen boys or girls representing:

GOLD	OIL	WOOL
SILVER	LUMBER	FISHING
COPPER	WHEAT	CATTLE-RAISING
BORAX	FRUIT	CLIMATE
SALT	COTTON	SCENERY

[THESE characters may each wear a placard which bears the printed name of what he represents, or he may be dressed in colored paper or some cheap material, the color of the thing he represents—golden color for gold, silver for silver, etc. Oil may carry a can with OIL in large letters written on it; Wheat may carry a sheaf of wheat; Cotton may have cotton attached to dress; other industries may be represented by pictures children carry, or by dress; Cattle-raising, cowboy suit; Fishing, fishpole, etc. Climate may wear a large shady hat, carry a rain umbrella, wear rubbers, and a coat; these he takes off while talking. Scenery may carry pictures of Lake Tahoe, Yosemite, the desert, ocean, valley, etc., to show while talking; an illustrated geography of California would be satisfactory if appropriate pictures cannot be obtained.]

RALPH: Admission Day! How history does bore me sometimes! I'd much rather go to bed and sleep now, but if I don't know my lesson tomorrow, I shan't be on the honor roll. Maybe if I read out loud I'd remember it.

(Yawns and reads aloud:)

"How California longed to be a state! How she longed to add her star to the already illustrious and shining thirty stars of the Union's flag! It was on October 18, 1850, that the mail steamer *Oregon* was sighted from Telegraph Hill, sailing through the Golden Gate, nearing the harbor with flags flying—with streams of bunting, red, white, and blue, gayly waving in the cool breezes of the blue San Francisco Bay. The good news was signaled from the ship to the waiting people on the hill. The news spread rapidly—California was one of the United States! California was admitted to the Union! All business was closed, courts adjourned, and the people assembled at Portsmouth Square in a frenzy of delight to celebrate the event. Newspapers from New York which carried the story sold for \$5 apiece. Guns were fired! Music and bands were the order of the day. There was crying, laughing, congratulating, and there was an eager and informal procession up the streets of the town. Mounting his box behind six fiery mustangs and lashing them to their highest speed, the driver of Crandall's stage shouted and cried the glad news to the people all the way to San Jose, the capital. Governor Bur-

nett, himself anxious to tell the people, rode in another coach to San Jose. Along El Camino Real dashed the two stages, but Governor Burnett's arrived a few minutes ahead of Crandall's and it was he who told the populace in the Santa Clara Valley of California's admission to the Union!"

Since that first Admission Day, seventy-seven years ago, California has raised the number of her counties from twenty-seven to fifty-eight; *with her rich productiveness and vast resources she has brought added glory, not only to herself, but to the nation which she was so eager to enter.* Her building materials are substantial. Her sons and daughters have worked for her glory; they have enriched themselves, the state, and the United States and made California known the world over.

(Ralph yawns again and book slips from his hands. He says, sleepily:)

Rich productiveness and vast resources—wonder what they are?

(Falls asleep.)

(Enter thirteen characters: Gold, Silver, Copper, Borax, Salt, Oil, Lumber, Wheat, Fruit, Cotton, Wool, Fishing, Cattle-raising. They stand near Ralph. Gold steps forward.)

GOLD: It is splendid for each place, each country, to have a history. A present glory is greater, however, than a past. California's present is rich on account of her many resources. In her climate, scenery, and products, California is almost a world in herself. Gold was the beginning of California's prosperity. These lines, "California's Gold," tell facts in a few words:

CALIFORNIA'S GOLD

Gold!
There's magic in gold,
There's wealth in gold,
There's almost all that life can hold—
In gold.

Gold!
There's metal of gold,
There are poppies of gold,
There are sunburnt crops of wealth untold—
Live gold!

Gold!
There's history in gold,
There's growth in gold,
Our California's growth is bold—
Through gold!

SILVER (*steps in front of Ralph, as does each character in turn*): Silver is an important metal that is mined in California, too.

From mines in barren desert,
From mines in mountains grand,
We get the silver metal
That is used throughout the land.

COPPER: Here's a rhyme, Ralph, that tells us something of copper. If you will study your geography, you'll find many uses for copper. Much copper is mined in California.

There is copper in our pennies,
And in our kettles, too;
Please remember, then, how useful
The copper is to you.

BORAX: To those people who are interested in the romance of minerals, the borax can furnish stories.

Of Twenty Mule Team oft we've heard,
Oh, time and time again
We've seen the pictures, heard the talk,
Of borax, mules, and men.

Dramatic stories one may hear
On desert homesteads still,
Of the hauling of the borax
By swarthy men of will.

For miles and miles, and days and days,
Men swore, but did not fail,
From Death Valley to Mojave
To pursue that threatening trail.

The burning sands, the choking dust,
The blinding wind and sun
Caused hardened men an inward glow
When Mojave goal was won.

SALT: I represent salt.

On ocean coasts,
On sheltered bay,
On lonely, barren desert ground—
There salt is found.

OIL: Millions of barrels of oil are pumped yearly in California. Oil is one of the most important industries in the state.

There are stretches o'er the bare hills—
Ground that seemed so worn and old,
Now derrick-built and peopled—
Shows that here's black gold.

Here is where it seemed so peaceful—
Seemed as if no crops could grow;
Men drilled beneath the surface—
And they found the oil flow.

Now to man that oil means millions—
Means we'll never suffer dearth;
It means we've marshaled forces,
And we've harnessed up the earth.

But that peace has gone forever—
Where the bare hills lay so long,
In place of peace we've riches—
Just to step forth with the throng.

LUMBER: The story of lumber, Ralph, could be easily made to fill an interesting book for you. California is rich in natural timber growth because of the lofty mountains. Some of the beautiful, useful trees of the state are: yellow and sugar pine, fir, cedar, and redwood. Not only do we need the

timber, but forests are beautiful vacation grounds. They hold back rainwater on the mountain slopes, so that the rich soil is not washed away. In naming California's beauties and industries, the timber growth must never be forgotten.

WHEAT: A grain of wheat may seem a small thing, but the millions upon millions of golden grains in the state have helped to build the Golden State since its first Admission Day. Wheat grown in California, flour manufactured there, have been shipped to all parts of the world. The warm interior valleys—Sacramento and San Joaquin—were once the locations of large wheat, barley, and oat fields. These ranches flourished particularly when stock-raising became less important. Grain growing is still a large industry in California, but the large ranches are now being cut into smaller ones, where many products are raised.

FRUIT: I am not modest when I mention the fruit that is raised in California. You like to enjoy the fruit raised here. So do people who live in the East. A large part of California's wealth is in her fruit: oranges, lemons, grapefruit, melons, peaches, figs, apricots, prunes, plums; grapes, of which raisins are made; avocados, even dates—and, oh, so many more fruits are raised, shipped fresh, dried, and canned for use the world over.

COTTON: Cotton is almost a new industry, but it is a growing one. The San Joaquin and Imperial valleys are the centers of growth. In summing up the industries that have built California, perhaps ten or fifteen years from now cotton will have a great story to tell. Cotton is one of the building materials of the state.

WOOL: We get wool from sheep. Sheep are sheared when the weather is warm, and their wool we can use for clothing. Sheep are driven by sheep herders and shepherd dogs into both valleys and deserts for grazing. The government even allows the sheep in the national forests to graze during certain seasons! Sheep-raising was important in the early days and it is still an important industry in California.

FISHING: Fishing is another industry in California that is growing more important each year, and is building the state. At the present time California leads all the states in the Union in the amount of fish caught and canned each year. The important fishing centers are Monterey, Long Beach, San Pedro, and San Diego. Sardines and tuna lead the list in quantity. Some facts that will show how the fishing industry contributes to California's growth are: From one to ten million cases of canned sardines are shipped from California each year; in 1924 over 2,000,000 gallons of oil were made from sardine waste; about 30,000,000 pounds of tuna are caught each year. The fishing industry is building California steadily into a richer state.

CATTLE-RAISING: Cattle-raising has always been

important in California. It is important on account of beef, milk, and hides. Cowboys still round up the cattle, still ride the range, in some areas of California. Cattle are raised for use in and out of the state.

(Enter two more characters—Climate and Scenery.)

CLIMATE: Anyone looking at a map of California can tell that the climate is varied.

SCENERY: Anyone looking at a map of California can tell that the scenery is varied.

CLIMATE: We can both speak from the same standpoint. Both climate and scenery have contributed to California's glorious growth. The highest and lowest parts of the United States are in California. Mount Whitney, the highest, is over 14,000 feet high. On it the snow never melts. Within fifty miles west of this mountain is Death Valley, almost three hundred feet below sea level. It is the lowest portion of the United States. The climate, of course, varies with the elevation—freezing cold on the high mountain slopes and burning hot at seasons on the floor of Death Valley. California has large, warm, fruitful valleys, cool coasts, bare deserts, and cultivated foothills. California has every variety of climate, owing to her location and her topography.

SCENERY: Yosemite Valley, Lake Tahoe, Mojave and Colorado deserts, the high Sierras, redwood forests, cypress shore lines, sandy beach lines, cliff-built shore lines, vast expanses of fruitful valleys shimmering in the heat on a summer's day and sharp with cold in the winter—all of these are scenery—scenery which the people cross the continent to enjoy and which has encouraged the growth of the slogan, "See America First."

(Scenery and Climate stand hand in hand looking at the sleeping Ralph. All circle around him.)

ALL (to Ralph):

Step by step we've carefully builded,
Laid foundations strong and true,
Won through work and won through trying,
Won this golden state for you.

Children of this state should study
History, industries, and health—
They should add to California,
Strength and progress, growth and wealth.

Rich productiveness and resource
Grow where men have motives pure;
Every product thus encouraged
Makes a state that will endure.

(Characters disappear. Ralph awakens, sits up and looks around. Picks up his book.)

RALPH: California's "rich productiveness and vast resources" have brought added glory. Now I know what the building materials of California are! Hurrah for Admission Day! History is not the entire lesson of Admission Day after all! I'll surprise my teacher when she calls on me to tell of Admission Day! History—the past! Cultivation and resources to build the future!

(Ralph takes book and walks off stage.)

FAIRBANKS OBTAINS GEOGRAPHICAL DATA

DOCTOR HAROLD W. FAIRBANKS, noted geographer, who has just returned from a six months' trip to the islands of the Pacific, Australia, and the East Indies, including the Philippines, is compiling material for his latest book in the New Progressive Series of Geographies for grammar schools, published by the Harr Wagner Publishing Company, San Francisco. Reorganization of the teaching of geography in elementary schools is being attempted by Doctor Fairbanks, who is leading the movement to discard the old idea of the subject as an accumulation of facts, and getting the pupils to use the new plan of reasoning out the relations between the facts.

According to the local educator, "We may define geography as the science which seeks to understand the world as a living organism," since the materials include all phenomena in their natural or world relations. Doctor Fairbanks was graduated from the University of Michigan as a bachelor of science, later receiving his Ph. D. from the University of California, at Berkeley. He has been a resident of California for about forty years. Geology was his first field. He was a geologist for fifteen years, during which time he was in the United States Geological Survey and also affiliated with the California Bureau of Mines. He gradually worked into education, first into physical geography and then school geography. Doctor Fairbanks, whose home is in Glendale, Cal., has spent years in geographic study and travel, making research tours of Europe, South America, North America, Asia, and India, and has written numerous textbooks from source materials. He acted as supervisor of geography in the Berkeley public schools and lectured at the University of California and the University of Southern California.

Fairbanks's books include "Real Geography and Its Place in the Schools"; "The New Progressive Series Developed According to the Problem Method"—Vol. 1, North America; Vol. 2, South America; Vol. 3, Europe; Vol. 4, Asia (in preparation); Vol. 5, Africa and the Islands of the Pacific (in preparation); "California," a State of California textbook; "California, United States, and the World," fifth grade; "Home and Its relation to the World," a fourth-grade book; all published by the Harr Wagner Publishing Company, San Francisco. "Topical Outlines of the Continents," P. Blakiston's Sons & Co., Philadelphia, Pa.; "Home Geography for Primary Grades," Educational Publishing Company; "Conservation," World Book Company; "Western United States," D. C. Heath & Co., and "Practical Physiology."

Doctor Fairbanks contemplates a trip to Africa next year. He received the American Geographic Society prize for the best lesson on any country, with "The Iberian Peninsula, a Geographic Study."

Fairbanks's recent geographical tour involved something more than 25,000 miles on the water on fourteen different steamers, as well as hundreds of miles by land. The route of the trip took the party by way of Tahiti, Rarotonga, New Zealand, Australia, and the Dutch East Indies, including Celebes, Bali, Java, and Sumatra. After an auto trip through the heart of Sumatra, the Malacca Strait was crossed to Penang, thence by rail to Singapore.

From Singapore the party traveled to Borneo, Sandakan, Jolo, in the Sulu archipelago, Zamboanga, via the islands of Negros, and Cebu to Manila, Philippine Islands, Dutch East Indies, Java, Sumatra, British North Borneo, New Zealand, Fiji, Hawaii, and thence to Los Angeles, Cal. Before going to Africa in search of new material Doctor Fairbanks is contemplating a tour of the United States and will arrange to meet audiences in the various cities and institutions that are interested in his geographical knowledge and scientific approach to teaching this important subject.



H. W. Fairbanks

ORGANIZATION OF NEW STATE BOARD OF EDUCATION

MEMBERS OF STATE BOARD OF EDUCATION APPOINTED BY GOVERNOR YOUNG

CHARLES ALBERT ADAMS, Humboldt Bank Building, San Francisco.

MRS. MINNIE B. BRADFORD, 3400 I Street, Sacramento.

ARTHUR J. BROWN, San Bernardino.

GORDON GRAY, 1030 Twenty-fourth Street, San Diego.

MRS. IRENE TAYLOR HEINEMAN, 2608 S. Figueroa Street, Los Angeles.

C. L. McLANE, Fresno.

S. D. MERK, Burlingame.

MRS. DAISIE L. SHORT, 1010 Harvard Road, Oakland.

MRS. DORA A. STEARNS, 2632 Monmouth Avenue, Los Angeles.

MRS. AMY S. STEINHART, 2400 Steiner Street, San Francisco.

THE NEW California State Board of Education, as appointed by Governor C. C. Young, held its first meeting at Sacramento on August 1. The board organized by electing C. L. McLane of Fresno, president, and Dora A. Stearns, vice president. William John Cooper, as Superintendent of Public Instruction, will act as secretary and as executive officer of the board, Mrs. Florence B. Argall as assistant secretary, and Miss Marion N. Ketchan as assistant secretary for the public school teachers' retirement salary fund of the board. William John Cooper, as executive secretary, made the following recommendations, which were confirmed by the board:

DIVISIONS OF THE STATE DEPARTMENT OF EDUCATION

Acting in accordance with section 1520 of the Political Code, the Superintendent hereby respectfully recommends the adoption by this board of (1) a general statement of policy governing the divisions for the fiscal year ending June 30, 1928, and (2) the creation of divisions for the current fiscal year as enumerated below.

General Statement of Policy:

The divisions hereby created are the divisions of the Department of Education for the fiscal year ending June 30, 1928, and the Superintendent is directed to make a further report to this board at its last quarterly meeting in the current fiscal year indicating the organization which he believes should exist after

- (a) a careful observation of the workings of this tentative organization;
- (b) a careful study of the organization existing in some of the leading states of the Union;
- (c) the establishment of a policy regarding divisions in departments on the part of the Governor's council;
- (d) such discussion and criticism as the Superintendent of Public Instruction may be able to obtain on the functioning of these divisions at conventions of school superintendents, principals, and others interested in education during the year.

The divisions hereby created for the fiscal year ending June 30, 1928, are as follows:

(a) A Division of Rural Education, which division shall study the problems confronting elementary schools located outside of incorporated cities and also such union high school districts and other secondary schools as may be assigned to this division by the secretary of the board. Under the direction of the chief of this division shall work the supervisor of agricultural education and any persons entrusted with the enforcement of the Compulsory Education Act and the care of the children of migratory workers;

(b) a Division of City Secondary Schools, which division shall have charge of all junior high schools, senior high schools, four-year high schools, and junior colleges and other secondary schools located in incorporated cities, together with such other secondary school districts as may be assigned to the division by the secretary of the board. Under the chief of this division shall work the supervisor of trade and industrial education, the supervisor of home-making education, and the supervisor of civilian vocational rehabilitation education. The staff of this division shall give attention to the problems of secondary education as concerned with those preparing for college and other higher institutions of learning, those preparing for callings whose preparation can be completed in the secondary schools, and those whose vocational choices are undetermined, but seek advantages of education of secondary school level;

(c) a Division of Adult Education, which division shall promote and exercise general supervision over the work of the evening schools of the state, and afternoon classes for adults (receiving cooperation of supervisors in the technical fields represented in the rural education and the city secondary schools division). Such experimental work as may be undertaken in the field of parent education shall constitute a bureau in this division;

(d) a Division of Health and Physical Education, which division shall embrace the work heretofore under the direction of the supervisors of physical education as prescribed by law, together with the promotion of a general health program not concerned with any school of healing;

(e) a Division of Special Education. The work of this division shall concern (a) the establishment and supervision of classes for those having defective speech, (b) supervision of classes for educating the deaf and those of seriously defective hearing, together with the study of problems of education in the State School for the Deaf, (c) the establishment and supervision of classes for educating children with seriously defective vision, together with the study of the problems of the State School for the Blind, (d) the establishment of classes for the education of crippled and otherwise physically handicapped children;

(f) the Division of Research and Statistics, which shall have charge of the statistical records of the department and reports made by school officers to the department, and shall undertake or direct such research studies as may be ordered by the board or its secretary;

(g) a Division of Teacher Training and Certification, which shall have charge of the credentials work of the state and shall give particular attention to the educational problems involved in the training

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of teachers in the state teachers' colleges and other institutions accredited for the training of teachers in the state;

(h) a Division of Publications and Textbooks, in which shall be a bureau of state-printed textbooks and a bureau for the listing of high school textbooks. This division shall be charged with the editing of all state-printed textbooks and of all pamphlets and bulletins issued by the State Department of Education;

(i) a Division of Libraries, which shall be under the charge of the State Librarian as chief and shall exercise general oversight over the libraries in the state teachers' colleges and shall be responsible for all books belonging to the Department of Education, and the rendering of library service to all divisions of the Department of Education.

(j) a Division of Schoolhouse Planning, which shall discharge the functions enumerated in Section 362g of the Political Code.

In accordance with section 1520 first (b) of the Political Code, the Superintendent of Public Instruction respectfully nominates to be chiefs of the divisions for the year ending June 30, 1928, subject to salary schedule adopted by this board and the State Board of Control, the following persons:

1. To be chief of the Division of Rural Education, Helen Hefferman, A. B., A. M., University of California; until July 28, 1927, State Commissioner of Elementary Schools.

2. To be chief of the Division of City Secondary Schools, Nicholas Ricciardi, B. L., M. L., University of California; until July 28, 1927, Commissioner of Vocational Education.

3. To be chief of the Division of Adult Education, Ethel Richardson, A. B., Bryn Mawr College.

4. To be chief of the Division of Health and Physical Education, N. P. Neilson, A. B., University of California.

5. To be chief of the Division of Special Education, Anita Muhl, M. D., Ph. D.

6. To be chief of the Division of Research and Statistics, W. E. Morgan, A. B., M. A., University of California.

7. To be chief of the Division of Teacher Training and Certification, Evelyn A. Clement, A. M., Stanford, at present secretary of Commission of Credentials.

8. To be editor-in-chief of Division of Publications and Textbooks, no nomination.

9. To be librarian, Milton Ferguson, State Librarian, as provided by statute.

10. To be chief of the Division of Schoolhouse Planning, Andrew P. Hill, Jr., A. B., Stanford University, at present Assistant Superintendent of Schools, San Jose; service to begin October 1, 1927.

In accordance with the provisions of Section 1520 first (d), the Superintendent of Public Instruction respectfully nominates for election by the board, subject to civil service regulations regarding salary and tenure, the following subordinate positions now serving in the employ of the Department of Education:

1. To be Supervisor of Agricultural Education in the Division of Rural Education, Julian A. McPhee.

2. To be Supervisor of Trade and Industrial Education, J. C. Beswick.

3. To be Supervisor of Civilian Vocational Rehabilitation, Ira W. Kibby.

4. To be Supervisor of Home-making Education, Maude I. Murchie.

(The above are all in the Division of City Secondary Schools.)

5. To be chief of the Bureau of Parental Education, part-time salary paid from funds of which the Superintendent of Public Instruction is trustee, Herbert R. Stolz, M. D., in the Division of Adult Education.

6. To be chief of the Bureau of Correction of Speech Defects, part time, Mrs. Mabel Farrington Gifford, at present Assistant Superintendent of Public Instruction.

7. To be Supervisor of Physical Education for Girls in the Department of Health and Physical Education, Winifred Van Hagen.

8. To be chief of the Bureau of State-Printed Textbooks, W. S. Dyas, incumbent.

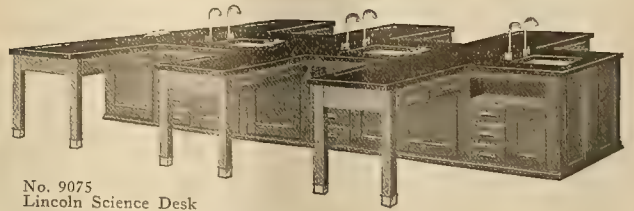
9. To be chief of the Bureau of High School Textbook Listing, Mrs. Stella Trussell.

The board voted to hold the quarterly meetings on the first Monday of the quarters, beginning with the October, 1927, quarter.

The board voted to hold the meeting beginning October 3, 1927, at Coronado with the Superintendents' convention.

JOHN H. WALDRON, Superintendent of Colton grammar schools, has under construction two new grammar schools made possible by a recent bond issue of \$140,000.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

CHARLES D. JONES, Superintendent of Hermosa Beach grammar schools, was this last year president of the Los Angeles County Administrators and Supervisors Association. D. A. Stouffer, principal of the Norwalk Union High School, was secretary. At the last meeting of the year, J. B. Potter, Superintendent of Coronado grammar schools; E. J. Hummel, Superintendent of Beverly Hills School; C. A. Broadwater, Superintendent of El Segundo schools, and H. S. Upjohn, Los Angeles Assistant County Superintendent, were on the program.

C. C. CARPENTER, Superintendent of the Azusa grammar schools, and his teachers on May 20 put on their highly successful May Day pageant. With nine hundred children as actors, a pageant of the history of California was colorfully depicted. The Indians, the Padres, the Spaniards, the cowboys, the gold rush, the development of modern agriculture, and the tourist were all portrayed. The pageant was written from suggestions of the teaching body as a whole.

RAY R. CULLEN is District Superintendent of the La Verne grammar schools. Mr. Cullen has had considerable teaching and executive experience in Kansas and Washington. Last year he taught in the department of education of La Verne College. This year, while acting as District Superintendent of the La Verne schools, he gave two courses in La Verne College, one on tests and measurements and the other on methods and management. The La Verne Grammar School is used as a training school for La Verne College practice teachers.

La Verne, this next term, will have a new school building for Mexicans, for which bonds of \$23,500 have been voted. A site of ten lots has been secured for the five-room building.

THIRTY-FIVE HUNDRED children were in the May Day pageant of the Huntington Park Grammar School; fifteen hundred pupils were in action at one time. Mrs. Ruth Brown, the Huntington Park physical director, had general charge of the whole program.

THE MONTEBELLO SCHOOLS, in charge of Mark R. Jacobs, Superintendent, are growing rapidly. A bond issue for \$175,000 for three new schools has been passed. When the new buildings and additions to present buildings are completed, fifteen hundred more pupils can be handled. The coming of the Goodrich Rubber Factory to the Union Industrial District Tract in Montebello is going to cause a great increase in Montebello's population.

CARROLL D. KING has been assisting Harry Linscott of Ginn & Co. in his work this spring in Southern California. Mr. King is a bookman of experience. Previously he has been stationed by Ginn & Co. in Central Illinois.

MISS NORA EPLER will be full-time supervisor of the El Centro grammar schools this next year. Miss Epler is a graduate of the University of Southern California and for the last two years has been principal of the Wilson School, El Centro.

THE ORANGE COUNTY Teachers and Principals Association meetings, which have been held each month this last school year, have been a decided success. Speakers from Los Angeles and the surrounding universities have been on the various programs.

H. O. ENSIGN, principal of the Newport Beach School, had an increase of 33 $\frac{1}{3}$ per cent in attendance this last school term.

Three hundred are enrolled. Two new rooms will be added to the school building this summer.

BEVERLY HILLS grammar schools, under Superintendent E. J. Hummel, have on a building program of considerable moment; \$400,000 is being spent. An eight-room unit to the Beverly Vista School is to be added. At this school arrangements are being made to handle the seventh and eighth grades of a junior high school unit. Library and domestic science facilities have been planned.

MISS EVELYN LORD has been appointed primary supervisor for the Beverly Hills schools. Miss Lord was, this last year, a teacher in the Beverly Hills system. She has been a critic teacher at River Falls Wis., the University of Minnesota, and the University of California at Los Angeles.

MCCALL ALDRICH, Superintendent of Chino schools, has under way the completion of his junior and senior high school unit campus. A junior high school costing \$90,000 is being constructed on the same grounds adjacent to the senior high school building. This junior high school plant is one of the most modern and up-to-date of any recently built in California. Units or suites of three rooms have been designed for their particular purposes, each with built-in features. The ground floor of the junior high school houses the English, social science, modern language, and science departments, with a print-shop suite. Lockers and showers for both the boys' and girls' physical education departments are in the basement. On the second floor there is a library room 32 by 40 feet, a home economics unit 65 feet long, and a large drawing room 58 feet in length. This junior high school building is the fifth construction project Mr. Aldrich has had during his Chino superintendency. The junior and senior high schools, with the completion of the new unit, will have a capacity of five hundred students.

THE HOLTVILLE GRAMMAR SCHOOL, under District Superintendent Homer F. Aker, had an enrollment of 548 this year, the highest in its history. A new auditorium costing \$43,700 and seating eight hundred people was in use this spring. In graduating his pupils in June, Mr. Aker issued two types of diplomas. One is a certificate of completion which indicates that the pupil on entering high school is in need of special consideration, either in the taking of special courses or in the taking of a lighter load. The high school teachers will know immediately what have been the previous abilities of the entering student and can, from the start, meet the problem. The other is a diploma of merit, which indicates that the student has unqualified entrance to high school. The adoption of this certificate of completion and diploma of merit is being considered for use in all Imperial Valley schools.

THE SIXTY-TWO graduates of the Tulare Grammar School had their commencement exercises in the magnificent new \$250,000 Tulare Theater.

THERE WERE 1129 pupils in the eighth grade in Tulare County this last school year.

R. B. HAYDOCK, Superintendent of Oxnard grammar schools, is this year president of the Oxnard Rotary Club.

C. S. TORVEND, District Superintendent of Patterson grammar schools, is planning to departmentalize the sixth, seventh, and eighth grades in the Las Palmas School next year. A check on the pupils through tests has been carried on this term. The intention is to start an opportunity room for those who need

it. The graduating class this year of forty-five pupils was the largest in the history of the school. In all 505 pupils were enrolled this year. A most interesting contest was put through this term in the naming of the Las Palmas and Northmead schools. The pupils and parents carried on a voting contest. There were fifty names nominated. A vote was taken by the parents, then the ten highest names were entered in the finals for the second vote. Las Palmas and Northmead were the names chosen.

ARTHUR H. MABLEY, Superintendent of San Luis Obispo, is in the midst of a big building program. The \$38,000 high school plant is well under way, an addition is being made to the old high school, which will be converted into a junior high school, and the capacity of two grammar schools is being increased.

C. RUSSELL HOYT, principal of the San Luis Obispo Elementary School, is conducting a six weeks' summer session for pupils of the San Luis Obispo grammar schools.

E. R. BUCHSER, principal of the Santa Clara Intermediate School, is president of the Santa Clara Teachers Association. Mr. Buchser attended the N. E. A. meeting at Seattle as a delegate for the association.

MR. WALKER, principal of the King City Grammar School, had a graduating class of twenty-three pupils this June.

WALTER L. BACHRODT, Superintendent of San Jose city schools, has charge of a very rapidly growing school department. The average daily attendance this year in the ninth grade of the junior high schools, the senior high school, the night school, and the junior college was 3,446.65, an increase of 456 over last year. The San Jose budget this year is over \$1,300,000, of which more than \$900,000 was for teaching service. When Mr. Bachrodt entered his superintendency six years ago, the budget was over \$850,000. Now more than that is spent in teachers' salaries. There has been an increase of 128 teaching positions in San Jose during the last five years. An innovation that has created much favorable comment in San Jose has been the making available of a list of the parents who have children entering the San Jose schools for the first time.

ROBERT L. BIRD, Superintendent of San Luis Obispo County schools for the last three years, has been purchasing the supplies for his schools. He has found that it has worked out most satisfactorily.

G. W. HAYNES, principal of the Camden High School, is a member of the San Luis Obispo County Board of Education.

O. M. WILLITS, supervisor of the San Luis Obispo County schools, is attending the summer session of the University of California at Berkeley.

MRS. CLARA SWAIM, principal of the Edison School, Burbank, has been appointed supervisor of the Burbank elementary schools.

LEONARD F. COLLINS, Superintendent of the Burbank city schools, has seen an increase of 620 per cent in school attendance in Burbank during his teaching experience there. The enrollment is 3144 and the town has a population of over twenty thousand. A Board of Education of four members, under the new city charter, is now in office.

The Burbank Junior High School numbers over seven hundred students and an increase in the junior high school building capacity is planned for this coming year.

Enlarged school libraries, a program of visual education, and a continuation of the excellent musical program is under

way. There are seven school orchestras in the Burbank system, one for each elementary school and junior and senior high schools. Men and women of Burbank take great interest in the city's school activities, especially in the Boy Scout and Girl Scout work. Three huts built of slab, with big fireplaces, serve as centers for visual education, council, band, and orchestra work.

THE TAFT grammar schools, under Superintendent J. A. Joyce, have a teaching load of thirty pupils. This is extraordinary in view of the fact of the large number of special teachers employed in Taft. An addition to the Roosevelt School will be completed at Taft this summer.

C. E. TEACH, Superintendent of Bakersfield schools, is chairman of the Kiwanis Club program committee this year. He has been arranging many excellent programs.

THE PORTERVILLE grammar schools, over which C. E. Bigham is Superintendent, have the largest enrollment in Tulare County. This year sixteen hundred pupils were registered. Students numbering 156 were graduated from the eighth grade, the largest number in the history of the school system. The taking in of the Vandalia and Worth school districts, county units, into Porterville, has raised the number of schools to seven. Attendance is averaging an increase of about 10 per cent a year. In the county testing program, sponsored by County Superintendent Buckman, the Porterville schools ranked high.

MRS. ALICE MULCAHY, Assistant Superintendent of Schools, Tulare, is attending the Stanford University summer quarter.

OSCAR BUTTS of Poplar is the new principal of the Pixley schools.

Service to the Schools of California



NATIONAL EDUCATION ASSOCIATION MEETING

THE NATIONAL EDUCATION ASSOCIATION, which held its annual meeting in Seattle, July 4-9, was attended by about twelve thousand educators who came from every part of the United States, Hawaii, Alaska, and other points. As a result of the meeting the teachers carried away with them the outline of "an American ideal of education," to which their organization will devote its efforts hereafter.

As a means to this end, the educators urged better preparation of teachers and pay commensurate with their training; closer relations with pupils through smaller classes, but administrative units large enough to allow employment of skilled executives; lay control of education, but professional administration; state responsibility for seeing that schools are financed properly, with a federal department of education to aid the states in correlating on a national program.

The educators' platform includes also two "freedom" planks, suggested by Doctor Henry Suzzallo's Fourth of July "Declaration of Independence for the American School System."

The first of the "freedom" planks aims to prevent political domination of schools, urges that all administrative officers, "state, county, and city," be selected by a lay board of education, elected on nonpartisan ballots, with long rotating terms.

The second "freedom" plank, more strongly worded, condemns specifically actions by Legislatures in prescribing subjects which shall be taught or shall not be taught.

Minneapolis was chosen as the next convention city. Officers elected included: Cornelia S. Adair of Richmond, Va., president; Doctor Frank G. Blair of Illinois, retiring president, automatically became first vice president; Henry Lester Smith, treasurer. Other vice presidents elected were: A. T. Allen, North Carolina; Ira T. Chapman, New Jersey; A. G. Crane, Wyoming; Miss Florence M. Hale, Maine; R. L. Jones, Tennessee; John J. Rae, Idaho; Agnes Samuelson, Iowa; Claude W. Sandifer, California; H. A. Senter, Nebraska; John S. Vaughan, Oklahoma; J. O. Webb, Texas.

Henry Lester Smith of Indiana was reelected treasurer. James E. Rogers, director of the Physical Education Service of New York, was chosen president of the department of school health and physical education of the National Education Association. Other officers chosen were: Doctor Margaret Bell, director of physical education for women, University of Michigan, vice president; Miss Florence D. Aldon, director of physical education for women, University of Oregon, Eugene, secretary-treasurer; Melville Stewart, state supervisor of physical education, West Virginia, member of the executive committee.

Arthur S. Gist, principal of the B. F. Day School of Seattle, was chosen president of the department of elementary school principals; Warren A. Rowe was elected vice president of the department of elementary school principals; Helen Shove, Minneapolis, was elected secretary.

All the retiring members of the National Council of Education were reelected and the three vacancies were filled by election of Dean William Russell of Teachers College, Columbia University; May Trumper, Montana State Superintendent of Schools, and Joseph Saunders, Newport News, Va., City Superintendent.

NATIONAL GEOGRAPHIC SOCIETY

THE NATIONAL GEOGRAPHIC SOCIETY, 1156 Sixteenth Street, Washington, D. C., is sending out notices to geography, social science, history, and other teachers who are interested in the *Geographic News Bulletins* to send their orders in early so that the society may cooperate with instructors and get the material to them on time for first classes of the term. Teachers requesting the *Geographic News Bulletins* receive thirty issues during the school year. Five bulletins are contained in each issue. A request for them should be accompanied by twenty-five cents to cover mailing costs.

A TEACHER'S RESOLUTIONS

TO BE SO STRONG that nothing can disturb your peace of mind.

To talk health, happiness, and prosperity to every person you meet.

To make all your friends feel that there is something in them.

To look on the sunny side of everything and make your optimism come true.

To think only of the best, to work only for the best, and to expect only the best.

To be just as enthusiastic about the success of others as you are about your own.

To forget the mistakes of the past and press on to the greater achievements of the future.

To wear a cheerful countenance at all times and to have a smile ready for every living creature you meet.

To give so much time to the improvement of yourself that you have no time to criticize others.

To be too big for worry, too noble for anger, and too strong for fear.

To think well of yourself and to proclaim this fact to the world—not in loud words, but in great deeds.

To live in the faith that the world is on your side so long as you are true to the best that is in you.—*Year Book, Brooklyn Teachers Association.*

A SELF-RATING SCALE FOR TEACHERS

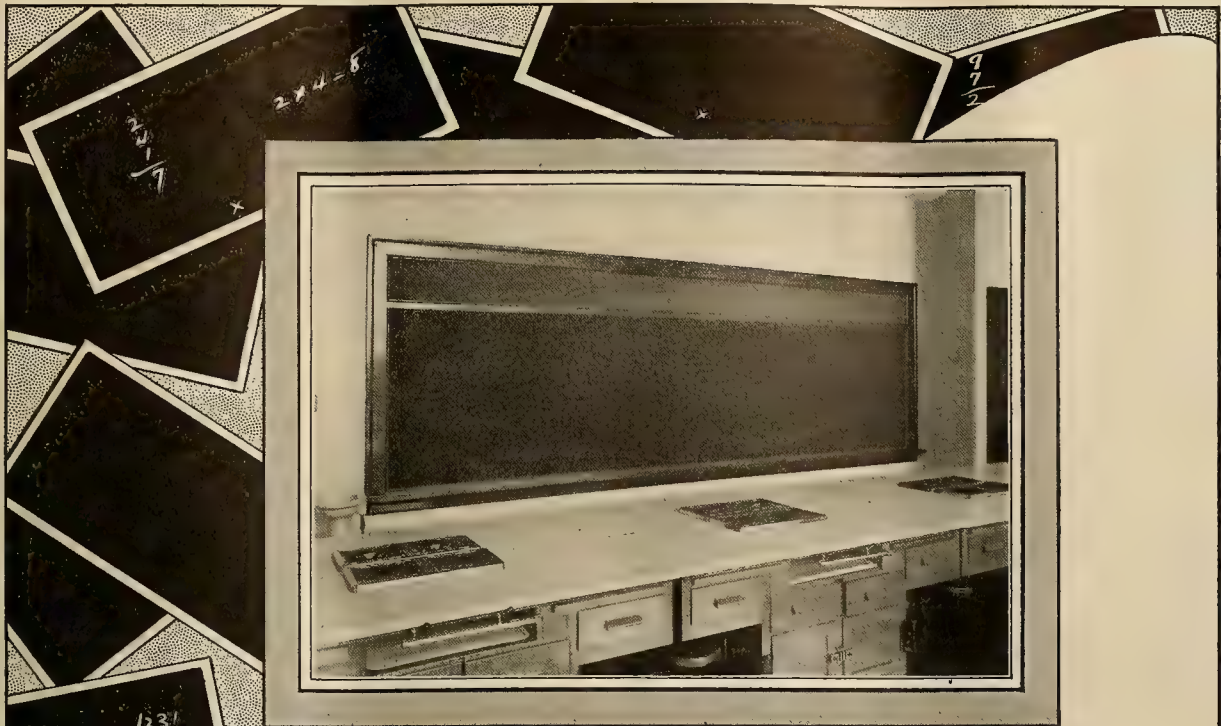
By JOY ELMER MORGAN

Editor of The Journal of the National Education Association

STUDY THE FOLLOWING questions carefully. Score the ones you can answer positively ten; less than ten in proportion. Your total score is the sum of these ten items. Remembering that you can guide your own growth in the direction indicated by these questions, try making an inventory once each month and filing the record for several years. Try writing ten questions under each of these ten.

- 1. Do I love and enjoy children and childhood?
 - 2. Do I understand the seven cardinal objectives of education and try to relate all learning to them?
 - 3. Can I explain the difference between memorizing words and building up experiences that the child understands, enjoys, uses?
 - 4. Do I hold pupils more important than subjects?
 - 5. Do I give freedom and develop responsibility among pupils?
 - 6. Are my habits of life so organized as to give the maximum physical, mental, and spiritual effectiveness?
 - 7. Am I a constant learner, curious and intellectually honest?
 - 8. Do I support professional organizations that seek to elevate education?
 - 9. Do I know the price that has been paid through the ages for human freedom?
 - 10. Do I believe that what should be is more important than what has been or is?
- Total score

THEREFORE, for personal efficiency in all study and other work, three things are absolutely essential: (1) There must be a residuum of human energy over and above that which is needed to meet one's ordinary bodily wants. All the intellectual and moral activities which have come to be the great factors in mental and social evolution, and which serve as the directing forces in human evolution and personal life, are dependent upon the amount of available energy over and above that which is needed for mere living. Therefore, in an efficient life this residuum of energy is carefully conserved. But (2) it must also be released at the proper time, and (3) it must be rightly directed or effectively used if personal efficiency in one's study or other work is to be attained.—*Book's "Learning How to Study and Work Effectively."*



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NEWS AND COMMENTS

By HARR WAGNER

WILLIAM JOHN COOPER, Superintendent of Public Instruction of the State of California, and director of the State Department of Education, has practically completed the plan of reorganization.

On July 28, under section 1517, the State Board of Education, and also the State Commissioners of Education, ceased to function. There was an interregnum of three days, in which the heads of departments, under the late Board of Education, were without any legal status and were unable to draw pay from July 28 to August 1, 1927. The new State Board of Education, as appointed by Governor C. C. Young, met and organized under the direction of William John Cooper, and the various officials began to function immediately under new titles and a new legal status.

This event marks a new era in the educational history of California. The importance of the change is not in the law, but in the efficiency of the personnel of the various administrative offices. William John Cooper is tremendously efficient. You may disagree with his plans and the selection of his assistants and the educational slant he may have on political, religious and racial problems, but not upon his efficiency or sincere desire to be open-minded and four-square in all his decisions.

The next five years will see remarkable growth in school population in California, in organization of complex systems, interlocking every branch of education. The strongest and yet the smallest unit of democracy, the school district trustee, will disappear and the school system will not be led, but will be dominated by experts.

The entire success of the new régime will depend largely upon men, not measures. Director Cooper has about him an able staff of experts and there is every reason for the school people to uphold his measures and his men when right and oppose them when wrong.

Superintendent Cooper uses the word "deputy" to mean just what the lexicographer means. DEPUTIZE: to authorize; to delegate, and with an European slant to deputize with power to legislate.

The divisions, bureaus, etc., under William John Cooper, therefore, will mean something more than clerical work, and the presumption is that the men and women are selected from the standpoint of service to the educational public. The system may be graphically presented by the following diagram:

STATE BOARD OF EDUCATION

Director, Superintendent of Public Instruction

Rural Education, Elementary, Secondary	City Secondary Schools	Adult Education	Health and Physical Education	Special Education	Research and Statistics	Certification and Teacher Training	Publication and Textbooks	School Planning	Librarian
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WORDS are always interesting. The three great books that teachers of English should study are "Trench on Words," Blair's "Rhetoric," and "The Philology of the English Tongue" by Earle. These are old books—from fifty years to a century—but recent books do not approach them in real value of content. Study words. Short, simple words. Exercise thrift in your expressions. Success will wait upon the man or woman who will lead and dominate in the reform of the English language. Although President Roosevelt and the National Education Association endorsed the abbreviated spelling of catalog, program, thru, thoro, and six other words, the newspapers, publishers, and printers would not accept the new spelling, which would have meant a wise and economic use of the English language. Progress has been slow in the carpentry of words. The English language developed more in the age of Shakespeare than it has during the past two hundred years.

How DID YOU spend your valuable margin of time during vacation? We know that thousands rushed hither and thither from classroom to classroom getting information with a scientific slant, and getting credits that are required for jobs or promotions. However, the hours that count are those that you live with yourself in introspection and study of yourself, based on the experiences that you have acquired. We do not live when we are absorbed in work or routine that has become a fixed habit. Vacation, therefore, should bring self-development: a new flare to one's personality, a happy adventure along the margins of life. Just as we write on the margins of books, ideas suggested by reading the page of print, so should we write on the margins of life the suggestions we get during vacation time.

SEPTEMBER 9, Admission Day, 1927, should make a deep impression on the children. The story of Frémont should be told—his daring, his picturesque adventures, and his love of the outdoors, and the signing of the treaty that gave all the valuable territory of California, Nevada, Arizona, and part of Utah to the United States. Ruth Thompson, "Aunt Betty" of Radio KGO, has prepared a very interesting and original program for children. We hope it will be used in the classrooms, as it should leave a permanent impression on the minds of the children.

UNDER THE TITLE "Builders of Our Profession," the *Journal* of the National Education Association makes this concise, clear, definite, simple statement of all teachers' activities:

This generation of teachers has the privilege of working in an era of enlarging professional vision and enterprise. The level of training is rising. Nearly one teacher in three attends summer school. Normal schools are becoming teachers' colleges. Victories are being won for tenure, higher salaries, and better working conditions. Professional organizations are winning recognition as the policy determining agencies of education. The demand which these organizations make on the time and resources of the teacher is small indeed as compared with the educational advance that grows out of their activities.

UNDER THE NEW LAW providing for a department of "School House Planning," there should be general improvement in the architecture, the sanitation, the arrangement of lighting, seating, and playground facilities of the rural schools. In fact, the rural schools have, in William John Cooper and Helen Hefferman, strong advocates of improved methods. Both have had personal contact with rural schools. Andrew P. Hill, who has been appointed to fill the position of Director of School Plan-

ing, is well equipped by experience, good sense, etc., for the position. Doctor F. B. Dresslar and Edward Hyatt were pioneers in better school planning. Doctor Dresslar's book on "School Architecture" had nation-wide use and is still a standard; Edward Hyatt's school bulletin on "School Planning" will be hard to excel, even in this day and generation of beautiful, model school buildings.

WILLIAM JAMES of Harvard once said: "Outside their own business, the ideas gained by men before they are twenty-five are practically the only ideas they shall have in their lives. They cannot get anything new!" The results at summer sessions in universities, where thousands of men past forty years of age attend, prove that Professor James was not correct in his statement. Men at every period of life are acquiring new knowledge. Students in adult classes, according to Thorndike, are making splendid records. Men and women should be encouraged to learn at any age. "Genius," said a witty Frenchman, "is enthusiasm of youth carried into old age." If one has the enthusiasm to acquire new knowledge on any subject, it can be done after one is seventy years of age. Ability to learn is not exclusively the attribute of children.

BERKELEY School Business Management Survey, directed by Jesse B. Sears of Stanford University recently, is published in an attractive bulletin and contains some valuable material, but on page twenty-one, under the title "Effect of Wrong Traditions," appears the following:

Effect of Wrong Traditions.—The tradition that local money should be kept at home has some merit—other things being equal—but other things are often not equal. The local dealer who insists most upon the "buy at home" principle for the school board is usually the last one to apply that principle in his own business, and the first one to raise his prices when the board gives him an order. Most every city is suffering more or less from the pressure of this traditional idea. John Doe approaches the board with the claim that the city owes him a job or an order for goods, because he is a taxpayer. This is a familiar but pathetic form of petty begging, all too prevalent in public business.

Berkeley is not entirely free from the influence of this sickly sentimentalism. It is disgusting to think of a successful business man asking alms of his own city. The cure for this practice is not easy. It not only requires honesty and intelligence in the purchasing department, but it requires constant watching. Bids must be studied for evidence of genuine competition or ingenious collusion. Much of the latter is undertaken, and, without careful watching, will pass quite unnoticed and the taxpayer pays the bill.

There is something fundamentally wrong about the mental attitude shown in the above quotation. The "buy at home" principle is based on the growth and development of the nation by the protective tariff. The attack on all local taxpayers who solicit trade from city officials, because there are instances of petty graft, is unwarranted. The large majority—yes, 95 per cent of all taxpayers who solicit trade—are honest men and believe in quality and service. Professional men are too quick in their judgments in reference to business men. They are not disgusting. They are not petty beggars. There are a few people in the world who, like Professor Sears, believe that home industry is a "familiar, but pathetic form of petty begging." However, the majority of people believe that, all things being equal, local manufacturers, local merchants, local teachers, local stores, should be given the preference. Do not penalize a taxpayer or a teacher just because they happen to be a citizen of your home town!

WITH THE resignation of George T. Berry as Superintendent of Schools, Butte County loses an excellent official. Coming to the place after the office had been in turmoil for several years, Mr. Berry brought order out of disorder and peace after storm. He has administered his duties with saneness and efficiency and for the public good. He leaves the position because he will be better paid elsewhere, as is too often the case when competent men enter public life. The truth is, the salary of the School Superintendent of Butte County is too low. Because of the low salary it is difficult to draw competent and experienced persons

to the position and difficult to hold them afterward.—*Chico Record.*

PRESIDENT COOLIDGE, from his vacation residence in South Dakota, issued the following statement: "I do not choose to be a candidate for President in 1928." Immediately the word "choose" became, for a time, the most important word in the English language, and American philosophers, lexicographers, politicians, statesmen, and journalists all had special interpretations of the word "choose." Study the definition as given by Webster's Dictionary, and you may know more, or perhaps less, than you do now of the political significance of the word "choose":

CHOOSE (chōōz), *v. t.; pret. CHOSE* (chōz); *p. p. CHO'SEN* (chō'z'n), *CHOSE* (*Obs.*); *p. pr. & vb. n. CHOOS'ING*. [ME. *chesen*, *cheosen*, AS. *cé'osan*; akin to OS. *kiosan*, D. *kiesen*, G. *kiesen*, Icel. *kjōsa*, Goth. *kīusan*, L. *gustare* to taste, Skr. *gush* to enjoy. Cf. CHOICE, GUST taste.] 1. To make choice of; to select; to take by way of preference from two or more objects offered; to elect; to decide (to do something) from inclination or preference;—often with infinitive object; as, to choose the less of two evils;

he chooses to go to London.

chose me for a humble friend.—*Pope.*

2. To think proper; to please;—with infinitive object.

3. To wish to have; desire; want. *Vulgar or Colloq.*

The landlady now returned to know if we did not choose a more genteel apartment.—*Goldsmith.*

JAMES FERGUSON, formerly principal of the Chico High School, now the principal of the Jefferson Union High School, Daly City and Colma, San Mateo County, has a hobby. It is the raising of dates on the Colorado Desert. It is a hobby that pays. It is possible to build up a yearly income, from ten acres, of \$10,000 or more, from the money that a high school principal should save on a reasonable basis, from his salary. The project with Mr. Ferguson is not a company one, but an individual one, and it is a worthy project, because it adds to the wealth of the community and the gain is not based on someone else's financial loss, as it so frequently is in the buying of stocks, etc.

AGNES HOWE, formerly Superintendent of Santa Clara County, whose record as a progressive educational leader, teacher, lecturer, and superintendent is outstanding, was a member of the faculty of the State Teachers College of San Francisco, summer session, in the department of history.

CITY SUPERINTENDENT of Schools Roy Cloud of Redwood City, in addition to looking after his building program and the needs of his rapidly growing educational plant, during vacation wrote the history of San Mateo County for an Eastern publishing firm.

ARCHIBALD J. CLOUD, chief deputy of the San Francisco School Department, who has made, from the educational side, such splendid contributions to the Commonwealth Club as leader on the educational committee, has devoted his vacation to teaching. He was a member of the faculty of the State Teachers College of San Francisco.

LOUISE CLARK, formerly Superintendent of Sonoma County, has accepted a position in Los Angeles with the Taxpayers Association. Her experience in Sonoma County, plus her energy and ability, will be of great value, and her interest in all educational work will greatly aid the association in arriving at just and practical conclusions.

MARK KEPPEL, County Superintendent of Los Angeles County Schools, and chairman of the executive board of directors of the California Teachers Association, conducted classes consisting of over five hundred students at the summer session of the University of California at Los Angeles. Superintendent Kep-

pel has a most effective way of getting across, to young teachers, the problems of the elementary schools, in law, discipline, reports, and citizen training. More of our institutions for teacher training should use County Superintendents to give courses on the practical side of teaching.

A. C. ARGO, principal of the Sequoia Union High School at Redwood City, spent his vacation as lecturer in the summer session, University of Oregon, at Eugene.

OSCAR H. OLESON, the efficient principal of the Half Moon Bay schools, was married recently to Bessie D. Young, the principal of the Lincoln School, Redwood City. While they both read THE WESTERN JOURNAL OF EDUCATION, it is not claimed that our editorial in favor of married teachers was the deciding factor in determining the matrimonial venture of these well-known and successful school principals.

ARTHUR CHAMBERLAIN, the executive secretary of the California Teachers Association for the past fourteen years, and who will retire August 31 from that important position, was a delegate and attended the biennial conference of the World Federation of Education Associations at Toronto, Canada, and was asked to promote and organize an international thrift society section.

SUPERINTENDENT CLARENCE W. EDWARDS of Fresno, Cal., has made a special study of administrative educational problems at the University of California, Berkeley, during the summer session.

ROBERTS HEADS STATE TEACHERS COLLEGE

THE SAN FRANCISCO State Teachers College, which for more than twenty years, under the leadership of Doctor Frederic Burk, maintained a national reputation for graduating students with a love of teaching, with enthusiasm for individual work, and a wholesome critical attitude to the lockstep in education, is to be presided over by Alexander C. Roberts. It will mean new buildings, fine housing effects, a new system, co-ordinated organization, etc. The new students may not miss, not having known, the rugged pedagogy of Doctor Burk, or the gentle leadership of Doctor Anderson. This is the day of changes—new men, new measures—and San Francisco and its teachers' college should give Doctor Roberts a hearty welcome and loyal support. He is splendidly equipped both by experience and credentials for the job. His record is as follows:

EDUCATION—Elementary education: Village schools, Plainfield, Iowa. High school: Graduate Latin course, Mason City, Iowa, 1896. Teachers' college: Graduate advanced Latin course, Iowa State Teachers College, 1901. University: University of Wisconsin, bachelor of

arts in history and political science, 1906; University of Washington, master of arts in education, history, and political science, 1917; University of Washington, doctor of philosophy in education, history, and political science, 1922.

TEACHING EXPERIENCE—Rural school: Two years, Butler County, Iowa. Grade school: One year, Wisconsin Rapids, Wis. High school: One year, Waverly, Iowa. Superintendent of Schools: Two years at Marathon, Iowa; three years at Cresco, Iowa; one year at Fairfield, Iowa. Principal of the high school and Superintendent of Schools, ten years, at Everett, Wash. President of the Centralia State Normal School, one year. Normal school: One summer professor of education, Cheney, Wash. University: One summer, lecturer in education, University of Oregon, Eugene, and two summers, lecturer in education, University of Washington; associate in education, one year, lecturer on education, two years, and professor of education and director of the extension service, on permanent appointment, University of Washington.

EXPERIENCE IN TEACHER TRAINING—Institute lecturer: Iowa institutes, four summers, 1907-1910; Washington institutes, ten years. Normal school: Organized the Centralia Normal School, conducted summer school, 1920, spent three months in study of normal school organization and administration, and visited twenty-nine institutions, mostly in the Middle West and East; taught advanced educational psychology, principles of education, and methods and supervision, at Cheney, summer quarter, 1921; supervised the college and normal year class in the Everett High School for five years; supervised cadet teachers from the Bellingham State Normal School for two and one-half years in the Everett schools.

UNIVERSITY—Three summer quarters at Oregon and Washington, classes in administration and supervision, high school curriculum, etc.; methods of teaching, high school curriculum, supervision of cadet teachers, junior high school, advanced research problems, etc., four years at the University of Washington; director of the extension service, two years.

PERSONAL—Born at Plainfield, Iowa, June 5, 1878; height, 5 feet 10½ inches; weight, 190; health excellent; member of protestant church; Republican; four children; Welch and Scotch ancestry.

WRITINGS—"The High School Principal"; "The Philosophy and Practice of the Extra-Curricular Activities"; two-volume study of entire secondary field now in preparation; bibliography of magazine articles runs to thirty titles, doctorate thesis published by the university; editor of "The Bookshelf," *Washington Education Journal*.

NEW PRINCIPALS in large high schools of California this year include: George C. Jensen, Sacramento High, succeeding John F. Dale; John E. Aseltine, succeeding Glen O. Perkins of San Diego High; David Durst, principal of Orland High School for the past seven years, accepting the principalship of the Analy High School.

DESIGNATING HER as one of the outstanding educators in the United States, President Remsen du Bois Bird of Occidental College, Los Angeles, conferred the honorary degree of doctor of laws of that institution upon Mrs. Susan M. Dorsey, Superintendent of the Los Angeles city schools.

EARLE G. CHANDLER

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Parson's Wild Flowers of California

Jepson's Trees of California

SCHOOL SUPERVISOR DESERT ENTHUSIAST

MISS EVA D. EDWARDS, newly appointed supervisor of Alhambra city schools, was for five years rural school supervisor of San Bernardino County, assigned to the desert section. Miss Edwards has been scheduled to give talks about the desert in California and she has been asked to speak at a section of the national supervisors' convention to be held in Boston next February. The following lines were composed by Miss Edwards as a result of her desert experience:

A DESERT "IF"

- If you can take a school out on the desert
With anywhere from five to forty rolled,
A house quite twenty miles from any railroad,
Exposed to all extremes of heat and cold;
- If you can make a program satisfying
The needs of all eight grades and A's and B's,
And give each class its due and full attention,
And see that every card's all I's or E's;
- If you can keep those little rabbits busy,
While you are giving history, math, and lit.
To upper grades, and teaching them ideals
And laws of health to keep their bodies fit;
- If you can see your efforts all perverted
Because a firm foundation wasn't built,
And never have it said that you've asserted
That your predecessor really bears the guilt;
- If you can cope with three men on a school board—
Or what is worse, two women and a man,
And end the year with love for everybody—
As sweet and mild as when the year began;
- If you can live without a drop of water,
Or get it brought in bottles, cans, and cups,
And act as nurse to baby sons and daughters,
And harbor cats and dogs and mangy pups;
- If you can board around among your patrons,
Or "keep house" in a tiny open shack—
With coyotes in nightly orchestrations
That send the shivery chills all down your back;
- If you can be good friends with all the people,
And tangle not at all with men or wives,
And keep the uplift spirit right before them,
And act as shining light to all their lives;
- If you can keep your head when handsome cowboys,
Or other men who need your loving care,
Propose to share your pay and your position
And live with you on sage and desert air;
- If you can love the sand dunes and the sage brush,
And the aching purple beauty of the night,
And recognize the glory of the deep hush
That follows close upon the fading light;
- If April's wind nor winter's cold don't get you,
And heats of June don't cause your soul to sear,
You're safe. Let not your future fret you.
No doubt they'll let you stay another year!

EVA D. EDWARDS.

December, 1926.

With apologies to Rudyard Kipling.

FISHING, AN ARITHMETIC PROJECT

AS THE TEACHER sketches on the blackboard a representation of fish in the water, she may say: "Today we are going to take a little fishing trip. I am sure all the boys would like to go, and perhaps some of the girls would like to go, too." As the teacher continues to talk in this manner, she completes her sketch and writes in the water the combinations which are to represent the fish. These, of course, are the combinations on which the children need drill. "Well," says the teacher, "here we are, ready to go fishing, and what a lot of fish there are! Edward, you may get into the boat and catch some of them." She then points to various combinations representing fish, and Edward

tries to catch the fish by telling the combinations. If he is successful he may be allowed to call on another pupil, or the teacher may keep the matter in her own hands, thus directing the drill toward those who particularly need it. The combinations may be changed as often as desired. This game is not intended to represent a contest; but by giving each child the same number of opportunities, and by scoring the number of fish he catches, the element of contest between individuals or "sides" may be introduced.—From "The Searchlight Arithmetics," *Introductory Book (a book for pre-third-grade teachers)*, by *Burdette E. Buckingham and W. J. Osburn.*

NO SUBSTITUTE FOR BRAINS

MANY A BOY finds out that he can get along by charming his teachers or bluffing them. This may be more fun for the boy than studying, but it tends to atrophy his mind through disuse. Ability is often hard to recognize through a screen of shyness and a quiet disposition. It is very dangerous, however, to assume that because a person says little he thinks much. It is often found that he says little because he has little to say. Then, again, our attention is sometimes diverted from ability by too much talk, which comes in such volume and with such assurance that one is engulfed by it and lacks the patience to analyze the whole outpour for the good that it may contain.

But whether intellectual ability is obvious or covered up, it is the quality that must exist and be cultivated if the heights are to be reached. The beautiful but dumb are not found in the world's hall of fame. There is no substitute for brains. Good character, charm, and initiative may be necessary to bring intellectual ability to useful fruition, but they are not substitutes for it. For this reason the parents and friends who plead for the youth purely on the ground of these qualities are leaving out the fundamentals. Intellectual ability is the bottom of the tub. The other qualities are the sides. The higher the sides extend the more the tub will hold, but it won't hold anything without a tight bottom.—From "Picking the Winners," by *Herbert E. Hawkes, Dean of Columbia University, in the New York Herald-Tribune.*

PUPILS' READING ABILITIES VARY WIDELY

THE ABILITIES of pupils in reading differ widely both in rate and in comprehension. For example, three hundred eighth-grade pupils were found to vary from 100 to 650 words per minute in rate of reading narrative prose, and in percentage of correct answers to questions on content from 10 to 100. Seven hundred and eleven sixth-grade pupils were found to vary from 0 to 125 words in Haggerty's scale Sigma 3, which allows a maximum score of 144 words. This would mean a difference as wide as that between an ability to comprehend the "Three Bears" and an ability to comprehend Shakespeare's "Hamlet."—From "Psychology of Elementary School Subjects," by *Homer B. Reed.*

WHY CHARACTER EDUCATION

OUT OF ONE HUNDRED normally intelligent, healthy children of four to six years, two-thirds were found to have personality handicaps that interfered with their learning in school. Doctor Grace E. Bird, professor of educational psychology at the Rhode Island College of Education, reported that of the sixty-seven handicapped personalities, eight were troubled with shyness or fear, eight were handicapped by being continually dependent upon commendation as a stimulus to keep up their efforts, two had so strong a personal prejudice for or against the teacher that their freedom to fix their minds on the lesson was seriously interfered with, two sought distinction by means of boisterous physical activity, two attracted notice by being self-appointed comedians, two were ready to argue with fists or other weapons on the slightest cause, and four were more interested in their neighbors than in their own affairs. Had these personal handicaps been recognized and corrected in early childhood, a greater measure of life success might have been attained.—*Boston Transcript.*

WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

M. O. POULSON, County Superintendent of Schools, Beaver City, Utah, has accepted a position with the school system in Oakland, where Fred Hunter is City Superintendent.

H. L. SCHNABEL has accepted the position of principal of the Tomales Joint Union High School. He was formerly principal of the Point Arena and the Analy high schools.

THE WILLOW Glen School District near San Jose has voted favorably upon a \$17,000 school bond issue. Several new classrooms are being added to the present building and it is expected that the work will be completed some time this fall.

MRS. BERTHA REID SEELEY, principal of the Saratoga Grammar School for the past year, has been asked to continue her work in that capacity. She will also have charge of the eighth grade.

MECHANICS and engineering courses for mechanically minded pupils are among the courses included at the California Polytechnic School, San Luis Obispo, where B. R.

Crandall is president of the school. Information regarding all courses will be mailed to those who request it.

GEORGE L. SNOWDEN, formerly of the school system, Lancaster, Los Angeles County, has been appointed principal of the grammar school in Riverbank.

THE UNIT SYSTEM, which is being followed in ten county courses of study in California, has been adopted in Sonoma County, where O. F. Staton is County Superintendent. San Francisco and Humboldt are two of the counties successfully using this system.

BYRON C. GIBBS, a recent graduate of the State Teachers College, San Jose, has been appointed to a position on the teaching staff of the Hillsborough Grammar School.

RAYMOND H. BUTZBACH, for the past fourteen years head of the science department of the Woodland High School, has been appointed principal of the school to take the place of William M. Hyman.

CHENOWETH ISSUES NEW HANDBOOK

"KERN COUNTY Rural School Standards, a Handbook for Teachers, Trustees, and Patrons," is the title of a booklet just issued by L. E. Chenoweth, Kern County Superintendent of Schools, Bakersfield. The booklet includes a scorecard and is in explanation of that scorecard. The aim of the two is standardization of the schools of the county. Before attempting this project the school authorities studied similar systems used in the United States.

Referring to the purpose of the scorecard, Superintendent Chenoweth states that the two are to be used "as a guide to the improvement of Kern County rural schools through better buildings, better grounds, better equipment, better teaching, and better community co-operation. Each school that receives satisfactory standing on the scorecard will be designated 'Standard School' and will receive from the County Superintendent a certificate of standardization." Copies of these cards, with the accompanying booklet, are sent to each school at the beginning of the term. The scorecard is checked in turn by teacher, trustee, and County Superintendent. A certificate is awarded to the schools maintaining the required standard.

This material is creating favorable comment in educational circles and Superintendent Chenoweth expresses himself as glad to send samples of his scorecards to other educators desiring them.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL

County Library Organizer, California State Library

County Library Chat

MISS FRANCES BURKET, librarian of Sutter County Free Library, issues a monthly bulletin to the custodians of the county library branches entitled "County Library Chat." It keeps the custodians in touch with the work of its own and other libraries by sending out items of local, state, national, and international interest.

The monthly reports giving comparative statistics have proved helpful to the custodians, as they were eager to show an increase in circulation over the year before and in most cases were successful.

Notices of meetings to be held and reports of such meetings have tended to stir up interest and enthusiasm among the custodians. A notable example is that of a series of splendid lectures held in the interest of adult education. A notice concerning it was sent to the custodians and they in turn interested the members of their communities. Anything that will further adult education or Americanization work is stressed by the county library. As a result of the notices in the "Chats," several of the courses included in the "Reading With a Purpose" series have been requested, particularly those on Child Welfare, Psychology, Religion, and English Literature.

Frequent lists of nonfiction have proved a great help in furthering the demand for this type of literature. A list of eighty books for farmers was issued for their use. For the benefit of those interested in the welfare of children a list of books dealing with the subject was compiled and notice sent through the "Chat" to the custodians that the books were at the headquarters of the county library. Within a month requests had come for practically every volume on the subject.

A reading club of twelve members in the

village of Meridian has realized so much pleasure and profit from its meetings that it has decided to continue them during the summer months.

Through the medium of the bulletin the custodians were informed that the county library has a picture machine for the use of clubs or other organizations wishing it and will loan it and the services of an operator from the library. Attention was called to the fact that the State Library has an excellent collection of several hundred reproductions of the works of the great masters and also of modern art that may be borrowed in the same manner that books are borrowed from the State Library.

Recently the Sutter County Library changed its charging system, reregistered the borrowers, and took an inventory of the books. Miss Burket complimented the custodians upon their administration of the branches, which showed that the books checked up almost 100 per cent perfect. There are thirteen community branches with a circulation of almost 70,000 this year.

The twenty-eight elementary and two high school districts that have been served by the county library used during the year 19,205 supplementary texts and home-reading books, 174 maps, 108 music records, 207 magazine subscriptions, 11 stereoscopes, 1686 stereographs, 37 pictures, 14 globes, 19 sets of encyclopedias, 23 large dictionaries, and 163 charts.

During the ten years since the Sutter County Free Library was established it has shown a fine steady growth.

Notes

GEORGE T. CLARK will retire on January 1, 1928, as librarian of the Stanford University Library and will be placed on the emeritus list. Mr. Clark has been at Stanford since 1907. He went to the university from the San Francisco Public Library. He is an alumnus of the University of California and was formerly with the University of California and State libraries. His successor is Nathan Van Patten, librarian of Queens University, Kingston, Toronto. Mr. Van Patten has been librarian at the Wolcott Gibbs Library, College of the City of New York, and at the Massachusetts Institute of Technology.

THE LIBRARY of the Oakland School Department has been moved from the city hall to Chabot Hall in order to make way for a rearrangement of the School Superintendent's office. Mrs. Elizabeth Madison, librarian of the school department, has been instrumental in making the library a vital part of the school system.

MISS CARMELITA DUFF has been appointed librarian of the Butte County Free Library. Miss Duff is a graduate of Stanford University and of the Carnegie Library School, Pittsburgh. She was formerly county librarian of Plumas County.

AT THE MEETING of the American Library Association at Toronto in June, Clarence B. Lester, secretary of the Wisconsin Library Commission, was elected president of the League of Library Commissions to succeed Milton J. Ferguson, librarian of the California State Library. Mr. Ferguson had been president of the league since December,



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GARAGE ADJACENT

1922. Mr. Ferguson was retained as chairman of the library extension work that is being done in Louisiana under the direction of Miss Essae M. Culver, assisted by Miss Mary Harris, both formerly engaged in work in California county libraries.

THE CACHIL DEHE district schoolhouse was burned recently. The school was a branch of the Colusa County Library and contained books belonging to it. The books were insured. Within one week after the county library claim was presented, the insurance company paid it in full. The basis for insuring books in branches of county libraries is a subject that is of interest to both insurance men and to librarians.

MISS HELENA CRITZER, assistant in the Berkeley Public Library, has returned from the Library of Hawaii and will resume her duties in Berkeley.

MISS JOSEPHINE RAMAGE, a graduate of the School of Librarianship of the University of California, succeeds Miss Bernice Hayes as an assistant in the Solano County Free Library. Miss Ramage has had library experience in the Berkeley Public Library and the county libraries of Merced and San Mateo counties. Miss Hayes has accepted a position in the library at Stanford University.

MILTON J. FERGUSON, State Librarian, leaves on August 3 with Mrs. Ferguson and his daughter, Miss Ruth Ferguson, to attend the meeting of the British Library Association at Edinburgh. Mr. Ferguson has been invited to speak on "Rural Libraries" and will emphasize the county library system of California. He is being sent as the guest of the Carnegie Endowment for International Peace.

THE JOINT community branch at Capay, located in Glenn and Tehama counties, is being served by the Glenn County Free Library by an arrangement satisfactory to both counties.

MR. AND MRS. W. H. FORD, residents of Niles for more than forty years, are the donors of a new library building and equipment to that community. It will be a concrete structure of Spanish architecture costing approximately \$20,000. The present building was many

years ago the Southern Pacific depot, and was given to the town by the railroad company. It is now being moved to make room for the new building.

THE ANNUAL report of Miss Jeannette M. Drake, librarian of the Pasadena Public Library, showed a circulation of 1,011,490 for the year. It is believed that no other city in America with an estimated population of 80,000 has such a remarkable record. The circulation per capita for Pasadena is 12.6 against 7 or 8 as the average of most American cities.

"PIRATES of the Bookshelves" is the name of a reading club at Pomona. It has an estimated membership of 250 girls and boys of grammar school and high school age. Each member is given a list of books to read according to his grade and is awarded a certain number of points for every book completed and reported upon. Those receiving one hundred points or over are given a certificate.

CALIFORNIANS IN SEATTLE

MANY California educators attended the annual convention of the National Education Association held in Seattle early in July. Some of those who were present were: Lawrence E. Chenoweth, Kern County Superintendent; H. F. Aker, District Superintendent of the Holtville schools; Mrs. Alice R. Norton, principal of the Harrison school, San Francisco; Fred Hunter, Superintendent of the Oakland city schools; Albert M. Shaw, Los Angeles high school system; Doctor Aurelia Henry Reinhardt, Mills College; Claire C. Thurston, supervisor of Oakland school; A. R. Clifton, Superintendent of Schools, Monrovia; Mrs. Susan M. Dorsey, Los Angeles City Superintendent of Schools; Mrs. Mabel P. Gifford, director speech education for California schools; Doctor J. M. Gwinn, City Superintendent of Schools, San Francisco; Arthur Chamberlain, secretary of the California Teachers Association; Miriam D. Eisner, San Francisco.

FINAL SESSION

RESOLUTIONS of regret at the passing of Archibald Anderson, president of the State Teachers College, San Francisco, and approving the excellent service he rendered to education, were passed at the meeting of the State Board of Education at its July meeting, which was held in San Francisco.

This was the last meeting of the Board of Education appointed by ex-Governor Richardson. Routine business was settled, pensions were granted to a number of retiring teachers, and textbooks were discussed. Among those present were Florence J. O'Brien; Helen Hastings, S. D. Merk, Clarence Jarvis, Dora Stearns and A. J. Brown.

ABOUT BOOKS

FACT AND JUDGMENT TESTS IN GEOGRAPHY, by William T. Miller: This notebook series includes a book for each continent and another book titled "World Relations." Facts and scores of the same may be handled in a concrete manner, which quickly classifies the lessons and really forms a card index system for the brain! The leaves may be detached and used when necessary. (Milton Bradley Company, 554 Mission Street, San Francisco. Price 40 cents.)

A RHYTHMIC SERIES—Rhythmic Songs, Games for Children; Rhythmic Stunts and Rhythmic Games; Rhythmic Dances and Rhythmic Games (material is also valuable for piano solos), words and music by Abbie Gerrish-Jones, adaptations and descriptions by Olive B. Wilson-Dorrett. How do these titles sound to the primary teacher—A Fairy Ride, A Joke on the Brownies, Goldilock and the Three Bears, Playing Hop-Scotch, The Balloon Man, The Fire Engine, The First Umbrella? These are a few of the names of songs and games that are included in the first-mentioned book of the series. The material in these books has been found useful as rote songs, as games, as helps in the dramatization of stories, and also to develop freedom of movement in connection with penmanship and industrial art. Specific instructions are given as to the use of the material, which originated in the Demonstration Play School at the University of California. Rhythmic control and interest is emphasized throughout the series. Grammar grade teachers, as well as primary teachers, should welcome this progressive, original, interesting, and charming material for classroom work and play. (Sherman, Clay & Co., San Francisco. Price \$1.25 per volume.)

THE HIGH SCHOOL PRINCIPAL AS ADMINISTRATOR, by Alexander C. Roberts and Edgar M. Draper: The full title of this book is "The High School Principal as Administrator, Supervisor, and Director of Extra Curricular Activities." The foreword is by Lotus D. Coffman, president of the University of Wisconsin. The writers define the purpose of the book under five separate heads: (1) A survey of the literature on the subject; (2) To analyze the extent of professionalism in high school principals; (3) To ascertain the various activities of the school principal; (4) To summarize modern thought upon the subject; (5) To present a series of exercises and problems which have grown out of the experiences of successful high school principals. The authors then proceed in a systematic effort to develop the five departments in the three hundred pages of the book. The con-

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clusions are very interesting. There are quite a few women and some men who have had experience that will disagree with his conclusions that "men, rather than women, will be better fitted for the practical politics in every degree of community relationship, through extra curricular activities and the highly complex social and academic organizations." Again, that "women will continue to find their training more pleasant in academic lines." This is all very true of present-day conditions, but the advancement of women from classroom positions to administrative positions will be much more rapid during the next twenty years than during the past two decades. The conclusions, however, as a whole, are well standardized. The authors' style, however, while clear, shows no economy in the use of words. A large percentage of words could be eliminated and the authors' meaning interpreted. (D. C. Heath & Co., 239 West Thirty-ninth Street, New York.)

THE LAUGHINGEST LADY, by Elinore Stone: Here is a novel of rare humor and understanding sympathy that will reach the heart of every teacher, particularly. A young and pretty teacher goes to a town in New Mexico near the border to teach school. Here she not only "meets her fate," but she also meets experiences that will touch and appeal to Western educators. The simplicity and the lovable and childlike qualities of the Mexicans are illustrated quaintly in the story. "Ticher" manages her little flock in such an understanding manner, and the response of the little Mexicans to American customs is so earnest and appealing, that one feels as if he had had a glimpse into the heart of real situations. This book can be recommended as entertaining,

and it wins a wholesome endorsement from the reader as being clean, helpful, wholesome, and really an eyeopener for "tichers." (D. Appleton & Co., 35 West Thirty-second Street, New York. Price \$2.)

MRS. CUCUMBER GREEN, by Mary Graham Bonner; illustrated by Janet Laura Scott: The author has written an imaginary story full of child play-life and fun. The heroine is a girl. The story deals with experiences during the third to the eighth years of her life, and the experiences of her personified toys. Variety and newness are the keynote. The listing of the characters before the story begins, and the beautiful makeup, large type, and lively, fanciful, colorful illustrations add zest and charm to the volume. (Milton Bradley Company, 554 Mission Street, San Francisco.)

METHODS WITH ADOLESCENTS, by Ralph W. Pringle; foreword by Lotus D. Coffman, president of the University of Minnesota: This material pertains to social problems which educators meet in high schools, normal schools, colleges, and universities. The problems of teachers in small schools are given particular attention in this practical work. (D. C. Heath & Co., 239 West Thirty-ninth Street, New York. Price \$2.)

BETTER ENGLISH HABITS, by Alma Blount and Clark S. Northup; Book One, Book Two, Teachers' Manual: The old-fashioned language lessons may have been very effective, but they certainly could not claim the interest values that modern books claim. One of the latest English series for elementary grades is this "Better English Habits" series. Books One and Two and the Teachers' Manual are

off the press and the third volume will soon be ready for distribution. The material is new. It consists of tests, projects, and other devices that create study, thought, activity. The books are illustrated and extend from the third grade through the eighth grade. (Wheeler Publishing Company, 352 East Twenty-second Street, Chicago, Ill.; Harr Wagner Publishing Company, San Francisco, Western depository.)

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QUALITIES THAT WON SUCCESS*

By RUTH THOMPSON

[CHILDREN should read, study, and tell the story of Columbus before this project is undertaken. It will be observed that these qualities Columbus showed were brought out in the various situations he faced. This project is written to draw attention to the great qualities shown by a great man. The Reader, after his foreword, introduces the children, who represent the twelve qualities chosen to emphasize the great nature of the man Columbus. These children may be dressed in their customary clothes and carry or wear placards which tell of the quality represented; or the project may be made more serious by each child acting his part in some appropriate costume while the Reader says the words. "Application" could be at a desk pouring over his mathematics and astronomy. "Studiosness" may be studying maps and charts. "Ambition" may be listening to a group of sailors whose stories rouse great thoughts in his mind. "Cleverness" may be explaining, with an orange, that the world is round, etc.]

CHARACTERS

READER

Boys or girls representing the qualities:

APPLICATION	PATIENCE	TACT
STUDIOUSNESS	PERSEVERANCE	UNDERSTANDING
AMBITION	KINDNESS	MODESTY
CLEVERNESS	COURAGE	STRENGTH IN MARTYRDOM

READER:

We know it was October
In 1492,
That Columbus found a brand new land
Through will and courage true.

Some people dream, but do not dare
To carry out a plan;
The daring of the one who dreams
Proves Quality of Man.

'Tis thus we know Columbus,
Who strove his points to gain
Still lives with us in *Qualities*
That we should all attain.

APPLICATION:

As a lad Columbus turned his mind
On *great deeds* instead of *fun*;
He concentrated on his work,
His application *won*
Because he worked and kept his mind
On things that must be done.

STUDIOUSNESS:

Columbus studied figures,
Charts, maps, astronomy;
His study hours made a man
For all Eternity.

AMBITION:

The sailors' telling tales of lands,
Rich, strange, and far away,
And books, caused great ambitions
That stirred Columbus day by day.

CLEVERNESS:

Study hours don't mean much
To those who won't apply
The lessons learned, for some good use;
They think that facts are dry!
But those who make the most of books,
Who hold facts close forever—
They are the ones who help the world.
Like all great men—they're clever!

PATIENCE:

Each one in life should have an aim,
His purpose should pursue
With patience and with fortitude
Each little task to do.
For patience is one quality
Columbus used—though oft he failed.
If he'd lost his faith and ceased to try,
He never would have sailed.

PERSEVERANCE:

It's Perseverance I represent—
A quality that's great;
It's used by everyone who tries,
It's not a gift of Fate.
For years and years one persevered—
Columbus is his name;
In England, Spain, and Portugal,
They treated him the same.
Until Queen Isabel of Spain
Declared her jewels would pay
For all expenses of the trip—
Perseverance won its way!

KINDNESS:

In spite of all his troubles
Columbus's heart was kind and true;
He loved his son, Diego,
Just like your Dad loves you.

* Compton's Pictured Encyclopedia was the reference used in this project.

COURAGE:

To sail upon an unknown sea,
 To find an unknown route,
 To sail three ships and chart the way,
 And settle each dispute—
 Took courage—but Columbus strong
 Went straight upon his way
 Ignoring all except his work,
 With Faith renewed each day.

TACT:

Crew of criminals who feared
 To meet death on the sea,
 Were men who manned Columbus's ships,
 And those ships numbered three.
 It took much tact, as well as will,
 To be sailing with that crew,
 But Columbus won through stress and storm,
 As he had meant to do.

UNDERSTANDING:

The landing made, some Indians came
 To greet this strange white man;
 Some Indians of San Salvador
 Were scared, and turned and ran;
 But Columbus understood their plight,
 He thanked God on that land,
 Then greetings made, and presents gave,
 And claimed the foreign strand.
 So Spanish sovereigns had new ground,
 This was *their find, their soil*—
 Because for them Columbus sailed
 And won it by his toil!

MODESTY:

Discouragement could not harm this man,
 No praise could mar his soul;
 His triumph was but truth proved true,
 His trials were the toll.
 His modesty still wins regard,
 No praise when he returned
 Could drown this valiant spirit then—
 Than when he had been spurned!

STRENGTH IN MARTYRDOM:

The great disgrace is still with us
 Of Columbus's passing on;
 Forsaken, poor, and sad at heart,
 In spite of all he'd won.
 'Tis sad to tell, but human folk
 Lack often thought and poise,
 And follow on, not truth and good,
 But him who makes the noise.

READER:

Columbus! Great in trials sad—
 In victory—modest, true,
 Is the lesson that October 12
 Should leave and live with you.

HAYWARD UNION HIGH SCHOOL

By W. M. CULP

IN THE high schools that surround the San Francisco Bay area, the Hayward Union High School stands out as an institution of distinctive merit. It is the work of Frederic P. Johnson, principal of the school for the last sixteen years, and an energetic board of trustees that has brought the high school to its present state of development. With the completion this last year of a magnificent new unit, the plant has cost in the neighborhood of \$500,000. From outward appearances it seems to represent the expenditure of a far larger sum.

The school draws students from twelve grammar school districts within an area nine miles square. The school site is twenty-three acres and is located north of the city limits of Hayward on an attractive slope. It consists of three units connected by bridges. There are fifty recitation rooms, chemistry, biology, physics, and general science laboratories, domestic science rooms, and a commercial department. The gymnasium is one of the best in this part of the state.

The auditorium in the new unit seats fifteen hundred people and is beautifully designed. The architect, Henry C. Smith of San Francisco, has made the most of Greek Ionic architecture in the solid columns that front the building. A bandroom is one of the school's features.

A boys' physical education department is contained in the basement of the new unit, and is commodious and well equipped. A new athletic field, tennis courts, new gymnasium



Hayward Union High School, Hayward, Cal.

equipment, sidewalks, and roadways are some of the late improvements. In road approaches to the school buildings other schools could well copy the layout.

One of the new features has been the inclusion of radio equipment in each room. The master keyboard is in the principal's room, so that any one room, all rooms, or any several rooms can be connected up at once. Outside programs at any time can be shifted into any room desired. The installment of a new lock system and the radio equipment cost \$9000.

When Mr. Johnson started in his work at Hayward, the enrollment was seventy-five pupils; now over eight hundred are registered. The faculty numbers thirty-eight.

THE \$500,000 building program that has been going on in San Rafael under the direction of Superintendent Oliver R. Hartzell during the last three years is about completed. Twenty thousand dollars is now being spent for landscaping the high school grounds and fixing up the high school athletic field. Ten thousand dollars has been allotted for the landscaping of elementary school premises. A new elementary course of study has been made in which every teacher in the elementary school participated. In the high school curriculum a distinct divergence has been made between the courses offered those students preparing for college and those not intending to go further in school work.

W. B. BEEBE has been appointed vice principal of the San Rafael High School. Mr. Beebe is a graduate of Redlands University, 1914. He received his M. A. from the University of California in 1916. His teaching experience has been in the Huntington Park High School and for the last three years in the San Rafael High School as head of the science department.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE TOTAL school budget for the schools of Alameda County this last year was \$13,070,000. As an overhead in the supervision of the expenditure of this sum and in the carrying out of the supervising program, the administrative budget of David E. Martin, Superintendent of Schools of Alameda County, was \$20,136, or one-thirteenth of 1 per cent.

IN THE BELIEF that nonphonetic systems of reading have not proved themselves effective, David E. Martin, Superintendent of Alameda County schools; Mrs. Alice Orne Martin, supervisor of primary grades, and the Alameda County Board of Education have prescribed a three-year diet of phonics for the Alameda County schools.

DUE TO THE FACT that 40 per cent of the children of Alameda County schools come from homes in which English is not spoken, a special pre-primer course has been worked out by Mrs. Alice Orne Martin, primary supervisor of Alameda County schools. Children are kept in this pre-primer course until their language background is increased to that of a normal child.

THE EMERYVILLE city schools, under Superintendent John H. Napier, are undergoing a steady development. The Junior-Senior High School, started three years ago, is now giving instruction through the twelfth year. One hundred and eighty students are enrolled. The Junior-Senior High School is located in what was the Emeryville Grammar School. This building is being rearranged out of current tax levy for high school purposes. Offices have been fitted up, and a library, science laboratory, art room, and lockers have been provided. It is the intention next year to add two wings, enlarge the

auditorium, and build a gymnasium. This summer an elementary unit was constructed on a new elementary site. A clinic has been established and a full time school nurse is employed. In the elementary schools the enrollment is 275; twenty-one teachers are in the Emeryville system this year.

DAVID E. MARTIN, Superintendent of Alameda County schools, will continue with local teachers' institutes in his four districts this year, together with a three-day attendance at the Bay Section C. T. A. meeting in December. Doctor N. A. Riccardi, State Commissioner of City Secondary Schools, will be a speaker on secondary school subjects, and Doctor G. M. Ruch of the University of California will address the elementary teachers.

MISS RUBY MINOR, supervisor of elementary schools of Berkeley, is having a book published by Ginn & Co. in the near future.

C. O. HARVEY, Superintendent of Beaumont schools, is carrying on a bond campaign for \$75,000 for a new high school building.

EDWARD C. DUDLEY is representing Lyons & Carnahan on the Pacific Coast. Mr. Dudley is a graduate of the Kansas City Teachers College and the University of Minnesota. He has been a teacher and previous to his present position he was with the Graham Paper Company of Chicago.

JAMES B. DAVIDSON, Superintendent of Marin County schools, has added to his staff two rural school supervisors. Miss Alice Brewer, one of the supervisors, was employed in a like position

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in Sonoma County this last year. Mrs. Letha Jenkins, the other appointee, has been attending the University of California these last three years. Mrs. Jenkins came originally from Idaho, where she had extensive school experience.

C. S. SHARP, District Superintendent of Sausalito schools, was successful recently in a \$16,000 bond campaign. The money is to be used for equipment and fixing up the grounds around the new central school building.

MISS ESTELLE UNGER, for the last four years principal of the Washington Elementary School, Petaluma, has been appointed principal of the Petaluma Junior High School. Miss Jane Burns, a teacher in the Washington School, has been promoted to the principalship of the Washington School.

WADE F. THOMAS, Superintendent of San Anselmo schools, was this last year appointed to the Marin County Board of Education.

R. M. REID has been elected District Superintendent of the Hayward grammar schools. For the last two years he was principal of the Washington School, Alameda. Mr. Reid is a graduate of Michigan, a member of the bar, and for years practiced law in New York City. As Superintendent of Hayward schools, Mr. Reid is bringing into play his practical business experience in the administration of school affairs. Eighteen hundred children are enrolled in the Hayward grammar schools.

THE SAN LEANDRO elementary schools, under District Superintendent W. O. Davies, have doubled in enrollment during the last two years. In the three elementary schools are enrolled around sixteen hundred children in charge of forty-seven teachers. A progressive educational program is in operation.

Two additional kindergarten teachers have been employed and there are 150 children in the kindergarten. A pre-primer class has been established and excellent coordinative work between kindergarten and first grade is in effect. Piano instruction is given those desiring it, classic dancing classes have been formed, and every school has an orchestra and band.

W. B. KAMMERER, for several years District Superintendent of Hayward grammar schools, has entered business in San Francisco.

THE SAN LORENZO school district voted a bond issue last June for \$45,000 by a count of 7 to 1. C. E. Lawson, District Superintendent of Schools, is using the money for additions to the Sunset and Ashland schools and for alterations to the San Lorenzo School building. At the San Lorenzo School an excellent clinic, printshop, sewing-room, domestic science room, and cafeteria have been established. The cooking department and cafeteria of the San Lorenzo School are exceptionally well equipped. Mr. Lawson has built up a country school so that the pupils have access to the latest educational aids.

DELBERT BRUNTON, who received his doctor's degree from Stanford this year, has accepted a professorship in the Chico State Teachers College.

CARLTON WELLS ("Dummy" to University of California football enthusiasts) has been appointed athletic coach of the Santa Rosa High School. The City of Santa Rosa junior college district was organized this spring under the direction of Jerome O. Cross, Superintendent of Santa Rosa schools.

SANTA ROSA city schools, under Jerome O. Cross, are in excellent shape. New schools have been built and an efficient teaching corps has been secured. Of all the teachers in the



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[W. J.—Sept.]

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Santa Rosa schools, there were only two replacements this summer. A \$30,000 shop building for the high school is now being erected.

W. G. PADEN, Superintendent of Alameda city schools, has an enrollment this year of seven thousand pupils, sixteen hundred of whom are in the Vocational High School. The Alameda system comprises one senior high school, four intermediate schools, and four primary schools.

The outstanding development in Alameda the last year was the completion of the magnificent Vocational High School structure. This building is as well equipped as any school in the West for academic and vocational subjects.

This summer the Boston *Herald* ran a picture of an Alameda High School vocational class project, which was that of a \$9500 six-room stucco building. The building was erected under the direction of the Alameda Realty Board, the labor and materials being furnished by the School Board. The interior decorating and furnishings were planned by the household arts class. The building was furnished by Breuner's of San Francisco. In the two weeks the house was open for inspection, fifteen thousand people visited it. The vocational program in Alameda is under the direction of Charles Cox.

Extensive course of study work has been in progress under Edward Albert, Assistant Superintendent of Schools.

BRUCE H. PAINTER, Superintendent of Petaluma schools, has been reelected for a term of four years. Mr. Painter has been in charge at Petaluma for the last ten years and has developed an outstanding educational system. This summer \$60,000 was spent for adding two wings to the high school plant. Classrooms, chemistry, and biology laboratories and a study library were included in the additions, and \$10,000 was spent for a first unit of a farm mechanics' building.

A school named for Philip Sweed, for thirty-two years a member of the Petaluma School Board, has just been finished at a cost of \$75,000. This building includes six classrooms and auditorium and is one of the most complete elementary schools of its kind in California.

A new junior high school has been established at Penngrove in the Petaluma high school district, a point five miles north of the city. This new junior high school does away with the transportation of pupils into the city from that district.

Twenty-five hundred students are enrolled in the Petaluma schools, twelve hundred of them in the junior and senior high schools, and thirteen hundred in the elementary schools.

THE CAMPUS of the Marin Junior College at Kentfield is one of the most beautiful college sites in California. It is wooded with oak, madrone, and cedar. A. C. Olney, the director of the college, expects to be in the first unit of the new college buildings this fall.

A. W. RAY, District Superintendent of the Mill Valley schools, has so arranged the daily school program of his four schools that great emphasis is laid upon the fundamentals, but there is yet time for the so-called lighter things of the curriculum. There are seven periods in the day. Thirty minutes each morning is given to spelling, then sixty minutes to arithmetic, then seventy minutes to reading. In reading occur the subjects commonly listed as reading, history, and geography. Then fifty minutes for grammar, twenty minutes for penmanship, a forty-minute period for music and the irregular subjects of the week, such as composition, literary appreciation, current events, etc. The last period of the day is thirty minutes given over to physical education.

N. N. CUMMINS, principal of the Corte Madera schools, has evolved an excellent scheme to keep up school morale and discipline in his physical education program. The school is divided into two sections, an upper and lower group. Each section takes part in four activities—basket-ball, volley-ball, soccer,

and baseball. Each section is divided into various teams. Each team by turn plays one of the four sports. A record is kept of the winner of each game played. In other words there is a daily box score of each team. The teams are changed four times a year. The winners get a waffle and bean dinner. For bad conduct players are kept off the teams and the fellow team mates see to it that thereafter they keep the straight and correct path.

VENTURA COUNTY SCHOOLS under Mrs. Blanche Reynolds are expanding greatly. The county schools have grown 12½ per cent this last year and the Ventura city schools 24.6 per cent. Over twelve thousand children are enrolled in the Ventura County schools. There are four thousand enrolled in evening high schools in the county. The payroll for the 360 teachers in Ventura County is \$629,251. There was an increase of \$18,000,000 in county valuation this last year, due to the new oil developments.

ARTHUR H. MABLEY, Superintendent of San Luis Obispo city schools, is in the midst of a high school building program. The sum of \$350,000 is available for the school, \$250,000 of which is from bonds and \$100,000 from tax levy. The new high school site of thirty and one-half acres is most advantageously located in the city and lends itself admirably to landscape gardening with a hill in the background. Bids have been opened for the main building, household arts building, and two physical educational units. The main building will be of Florentine architecture. The capacity of the plant is six hundred students. The present high school plant is to be rearranged for a junior high school. In the rear of the main building against the hill will be an amphitheater, and up the slope there will be a swimming pool. Howard Gilkey of Oakland is in charge of the landscape work.

PAUL PARKER, supervisor of agriculture of Sonoma County, is planning to send out weekly lessons to the various teachers this year.

MISS NELLE MEAD, Assistant Superintendent of Sonoma County schools, has been appointed by O. F. Statan as primary supervisor for the county.

MOVING PICTURE PROJECT*

READING, geography, history, or any lesson that includes a story which lends itself to illustration, may be made valuable and interesting through the medium of a moving picture project, according to Mrs. Cleone Brown, primary teacher in the city schools of Fresno. Instructions for making the moving picture machine follow:

MATERIALS:

- One corrugated paper box or carton.
- Two broomsticks or curtain rolls, the width of the box.
- One strip of wrapping paper, not quite the width of the box.
- Glue or adhesive tape.
- Calcimine or poster paint.
- Material for curtain for box if stage effect is desired.

TO MAKE:

- Cut off the four flaps at the front of the box.
- Insert the curtain rolls or broomsticks, cut the required length, one at top and one at bottom of box.
- Fasten the paper to the rolls at the top and bottom with adhesive tape, so that, as the rolls are turned, the paper will roll from the top to the bottom stick.
- Color the box the desired shade with the poster paint or calcimine.
- Adjust the curtain so that it will open and close.
- Paste pictures and stories in consecutive order so that, as a child stands on each side of the box to operate it, the "films" will unroll in the desired order.
- If a more elaborate box is desired, the bottom instead of the top of the box may be used. Cut a hole out of the bottom of the box so that the remaining edge forms a frame for the pictures as they are shown. No curtain is needed with this latter type.

*This project is published with the consent of Mrs. Cleone Brown of the Lafayette School, Fresno. Other teachers having projects that will be of service to educators are invited to contribute them at any time, so that an exchange of ideas may be had.

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STATE TEACHER MEETS FOR 1927-1928

THE SCHEDULE for California Teachers Association meetings and teachers' institutes, which have been arranged to date, follow:

C. T. A. SECTION MEETINGS

Bay Section—Oakland, December 10 to 22.
Northern Section—Sacramento, October 17 to 21.
North Coast Section—Eureka, September 26, 27, 28.
Southern Section—Los Angeles, December 21, 22, 23.
Central Coast Section—Santa Cruz, December 12 to 15.

LOCAL INSTITUTES

City—

Berkeley—December 19.
Glendale—December 19, 20, 21.
Santa Monica—December 19, 20, 21.

County—

Imperial—El Centro, December 21, 22, 23.
Inyo—Bishop, November 21, 22, 23.
Los Angeles—Probable dates, October 17 to 21, December 21, 22, 23.
Modoc—Alturas, week of August 29.
Mono—Bridgeport, October 16.
Riverside—December 19, 20, 21.
San Bernardino—Barstow, December 21, 22, 23; San Bernardino, December 19, 20, 21.
San Joaquin—Stockton, November 21, 22, 23.
San Mateo—December 19, 20, 21.
Santa Barbara—December 19, 20, 21.
Siskiyou—Dunsmuir, August 30, 31, September 1.
Trinity—Weaverville, week beginning August 29.

TWELVE WORLD HEROES

THE COMPETITION conducted two years ago to select twelve world heroes and the essays about them has resulted in the heroes' pictures being gathered and published in poster form with the prize-winning essays. The calendar and portfolio are the work of Arthur Charles Watkins and the collection is valuable and interesting.

The three essentials of heroism necessary for the characters (founders of religion and persons now living being excluded) were:

1. Nobility of character.
2. Fearless and self-sacrificing devotion to a great cause.
3. Constructive work for humanity of permanent character.

The characters chosen were: Louis Pasteur, Abraham Lincoln, Christopher Columbus, George Washington, Benjamin Franklin, Woodrow Wilson, Florence Nightingale, Joan of Arc, Socrates, Johann Gutenberg, David Livingstone, George Stephenson.

The essays came from the following countries: England, France, Germany, Austria, Latvia, Esthonia, Spain, Italy, Rumania, Bulgaria, Czechoslovakia, Switzerland, Greece, Canada, Mexico, Porto Rica, Jamaica, Hawaii, Virgin Islands, Philippines, Turkey, India, United States, Persia, Morocco, Tasmania.

Those on the award committee included: Augustus O. Thomas, LL. D.; Richard Barthold; Albert F. Coyle; James William Crabtree, M. A.; Glenn Frank, LL. D.; David Starr Jordan, Ph. D., LL. D.; Henry Noble MacCracken, Ph. D., LL. D.; Francis John McConnell, D. D., LL. D.; Parker Thomas Moon, Ph. D.; John Augustine Ryan, D. D.; Mrs. William Tilton; Stephen Samuel Wise, Ph. D., LL. D.

Although only twelve students could win the essay prizes, thousands of students have helped to make this large educational project a world-wide success. All who helped to prepare the calendar have cooperated to reduce the price so low as to make this valuable work available to every boy and girl, church and public school, library, home, and office in America and in every other country that participated in the contest.

Single copies of the calendar may be had for fifty cents; three copies, or multiples of three, at the rate of three for \$1. For material address Arthur Charles Watkins, 532 Seventeenth Street, Washington, D. C.

CHANGES IN PRINCIPALSHIPS

THERE WERE a number of changes in school principalships of California during the summer term. The following list is furnished by S. M. Chaney, manager of the division of placement of the California Teachers Association:

CHANGES IN HIGH SCHOOL PRINCIPALSHIPS FOR 1927-1928

Name	Was At	Now At	Principal Last Year
Jackson Price	Anderson (teacher)	Anderson (Prin.)	Roy E. Simpson
William Waibel	Did not teach last year	Benicia (Prin.)	W. E. Hester
Harry Smith	McArthur (teacher)	Bieber (Prin.)	M. Laird
W. Manahan	Winters (teacher)	Big Pine (Prin.)	G. H. Chance
A. P. Harris	Jackson (Prin.)	Bishop (Prin.)	E. W. Locher
B. F. Enyart	La Jolla (Prin.)	Burbank (Prin.)	F. S. Moore
A. T. Doggett	Delano (teacher)	Cambria (Prin.)	J. W. Haynes
J. A. Bryson		Carpinteria (Pr.)	W. W. Parker
Sherman L. Brown	U. C. Dept. of Educ.	Chico (Prin.)	James Ferguson
F. S. Moore	Burbank (Prin.)	Colton (Prin.)	W. R. Hull
George H. Pence	Le Grand (Prin.)	Colusa (Prin.)	Noel H. Garrison
F. C. Coates	Fortuna (teacher)	Covelo (Prin.)	George C. Barton
James Ferguson	Chico (Prin.)	Daly City (Prin.)	Neil O. Best
G. W. Culbertson	Parlier (Prin.)	Dinuba (Prin.)	Fred M. Powell
Con C. Davis	Student U. C. from Okla.	Elk Creek (Prin.)	Mrs. Alice Bradshaw
E. Bates		Fort Jones (Prin.)	J. L. Spriggs
G. J. Badura	Fortuna (Vice Prin.)	Fortuna (Prin.)	G. W. Hoffman (died)
Edwin Kent	Healdsburg (Vice Prin.)	Healdsburg (Pr.)	E. R. Morehead
Paul C. Bryan	Shandon (Prin.)	Hopland (Prin.)	George Galloway
R. Colthart	Did not teach last year	Jackson (Prin.)	A. P. Harris
B. F. Wilson	Did not teach last year	Kelseyville (Pr.)	H. A. Hunter
P. E. Baker	Princeton (Prin.)	Kerman (Prin.)	J. E. Jones
Douglas B. Miller	Chico High (teacher)	Le Grand (Prin.)	George H. Pence
W. E. Faught	Modesto (Supt.)	Lindsay (Supt.)	J. H. Bradley
H. A. Hunter	Kelseyville (Prin.)	Live Oak (Prin.)	J. E. Fraser
H. H. Hoffman	Fortuna (teacher)	Lone Pine (Prin.)	R. M. Mealey
F. M. Williams	College City (teacher)	Lower Lake (Pr.)	Ralph B. Doughty
Cree T. Work	Yuba City (Prin.)	Loyalton (Prin.)	M. D. Bejach
M. C. Taylor		Madera (Supt.)	Robert J. Teall
F. M. Eakin	Martinez (Vice Prin.)	Mendocino (Prin.)	Howard O. Coale
A. F. Isensee	Martinez (teacher)	Nevada City (Pr.)	E. C. Eby
E. E. Oertel		Newman (Prin.)	Thomas Downey
George T. Berry	Co. Supt. Butte County	Biggs (Prin.)	F. B. Smith
Will M. Fawcett	Orland (teacher)	Orland (Prin.)	David M. Durst
E. E. Wahrenbrock	Hanford (teacher)	Parlier (Prin.)	G. W. Culbertson
Ralph B. Doughty	Lower Lake (Prin.)	Point Arena (Pr.)	H. I. Schnabel
Harold Long	Chowchilla (Vice Prin.)	Princeton (Prin.)	P. E. Baker
Howard O. Coale	Mendocino (Prin.)	Reedley (Vice P.)	
George C. Jensen	C. T. A. Research Bureau	Sacramento (Pr.)	John F. Dale
M. J. Burr	Out of state	San Jacinto (Pr.)	C. J. Boyington
David M. Durst	Orland (Prin.)	Sebastopol (Pr.)	Melrowe Martin
Melrowe Martin	Sebastopol (Prin.)	Albany (Supt.)	New position
H. I. Schnabel	Point Arena (Prin.)	Tomales (Prin.)	A. E. Karnes
George C. Barton	Covelo (Prin.)	Vallejo (Prin.)	C. W. Peck
Fred M. Powell	Dinuba (Prin.)	Victorville (Prin.)	J. H. Francis
J. L. Spriggs	Fort Jones (Prin.)	Williams (Prin.)	Raymond J. Palmer
Raymond Butzbach	Woodland (Vice Prin.)	Woodland (Prin.)	W. M. Hyman
H. R. Spiess	Yreka (teacher)	Yreka (Prin.)	T. L. Nelson
T. L. Nelson	Yreka (Prin.)	Yuba City (Prin.)	Cree T. Work
Mrs. Alice Bradshaw	Elk Creek (Prin.)	Oak Grove (Prin.)	New position
H. H. Sauber	Co. Supt. Colusa County	Downieville (Pr.)	John D. Taylor
Miss Grace Davis	Sebastopol (Vice Prin.)	Modesto (V. Pr.)	Mary Alice Lynn

SOME CHANGES IN ELEMENTARY PRINCIPALSHIPS FOR 1927-1928

Name	Was At	Will Be At	Principal Last Year
W. H. Brinkman		Williams	Charles K. Price
Clifton Boyle	McCloud (Prin.)	Oroville (Supt. Prin.)	L. E. Trempe
Ellsworth Deering	Yuba City (Vice Prin.)	McCloud (Prin.)	Clifton Boyle
O. W. Walton	Mendocino (Prin.)	Newcastle	
Warren Natwick	Redwood City (Pr. of one of elementary schools)	San Mateo	
Paul Singer	Pescadero (Prin.)	Mariposa (Prin.)	
James Ramsaur	Fruto, Glenn Co. (Prin.)	Niland, Imperial Co. (Prin.)	
James W. Bixby	Was in business	Shafter, Kern Co. (Prin.)	
Miss Mayme Brother	Sonoma (teacher)	Danville, Alameda Co. (Prin.)	
Halsey Schumaker		Pescadero (Prin.)	
Coin Knotts	Newcastle (Prin.)	Reedley (Prin.)	
Mrs. Georgia C. Johnson	Princeton, Colusa Co. (Prin.)	Napa County	Rural Supervisor, Miss Norma Pierce
J. M. Ray	Redwood City (teacher)	Jr. H. S. at Paso Robles (Prin.)	

A BOND ISSUE for \$75,000 for a new high school building is being considered by Beaumont, and a campaign for the purpose is being conducted by C. D. Harvey, District Superintendent.



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The Western Journal of Education

HARR WAGNER, EDITOR.

RUTH THOMPSON, ASSISTANT EDITOR.

ALICE ROSE POWELL, School Director, City and County of San Francisco, Associate Editor.

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No. 9

NEWS AND COMMENTS

By HARR WAGNER

THE GREATEST pedagogy will be based on a modern interpretation of human nature and not upon creed, law, nor customs. It is not what we dig up in the past, but what we build for tomorrow that counts.

THE CASHIER, the bookkeeper, the stenographer, the clerk, the doctor, the dentist, the engineer, the actress, the business man or woman did not have as long or as "free from care" vacation as the classroom teacher. Now that the teacher has tenure, a retirement salary, and good health, most of his or her worries are over. The teachers by organizations and by response to skillful leadership have made teaching a fairly remunerative profession, both in monetary and professional rewards.

THERE HAS BEEN a great exodus of teachers, supervisors, and superintendents to Europe this year. Superintendent Hughes of Sacramento, J. B. Lilliard of the Sacramento Junior College, and Superintendent W. T. Helms of Richmond were among those who visited Europe. Travel enriches the life of the teacher in many ways. Travel is a professional investment and should pay a high rate of interest. As a rule it is worth more to the state and the individual than units of credit in the university.

Cloud Assumes Office

ROY W. CLOUD, former City Superintendent of the schools of Redwood City, began his new duties as secretary of the California Teachers Association September 1. He has offices in the Phelan Building, San Francisco. Mr. Cloud succeeds



Roy W. Cloud

Arthur C. Chamberlain. Mr. Cloud is a well-known and highly esteemed educator in California. He is a graduate of the Sequoia High School, Redwood City, and of Stanford University. He taught school for a number of years and then was elected County Superintendent of Schools in San Mateo County. He held that position until two years ago, when he was offered the city superintendency of Redwood City, owing to the resignation of A. E. Monteith.

Mr. Cloud's activities have been varied. They include the writing of a history of San Mateo County and the promotion of Redwood Park of San Mateo County. He is an institute lecturer, has been president of the California Teachers Association, Bay Section, and is active in many other teacher, civic, and social organizations. He is one of the chief

directors of Education Week in California and is an editorial writer for newspapers. He owns a beautiful home at Redwood and enjoys the friendship and good will of his neighbors and associates.

HATS OFF! The fad of short dresses is now equaled by the bare-headed brigade that parades up and down Market Street. "How foolish!" said an onlooker. Perhaps not. Hats are a nuisance, and clothes, even of any kind in the glorious climate of California, may not be hygienic. The best animals do not wear artificial clothes and are well groomed as a rule. Why not join London's sunshine colony and teach back-to-nature theory. Why pronounce the hatless person foolish? Just think of the economy and the dimes and bother one saves in avoiding the handsome hat check girl!

EDWARD HYATT, JR., has been made Chief of Engineering Division of the State of California. Salary \$5000 per year. Edward Hyatt, Jr., is a son of Edward Hyatt, formerly Superintendent of Public Instruction. The Hyatt family deserves more than a passing notice. Mr. and Mrs. Hyatt had seven children. These children have all graduated from Stanford University and were trained with special reference to service.

Mr. Hyatt's salary as principal of the San Jacinto schools was \$1000 per year, as County Superintendent \$1800, and as Superintendent of Public Instruction \$3000, with the exception of the last few years when it was increased to \$5000. Great progress was made in educational measures, improvement of teaching, teacher training, and school equipment during his active service from 1890 to 1917. The foundations were laid during these years for the wonderful development of the schools since 1920 under Will C. Wood and now under the directorship of William John Cooper and his coworkers.

ARTHUR HENRY CHAMBERLAIN, who perhaps more than any other man has led the nation in the organization and promotion of state teachers' associations, is no longer executive secretary of California's association. His office is now in the Pacific Building, San Francisco, and Roy Cloud, who was elected by a unanimous vote as his successor, presides over the destinies of the California Teachers Association. *The Journal of Education*, Boston, and many other journals have expressed regret and given favorable notices of his activities—state, national, and international—in the cause of education.

THE SUPREME COURT of California rendered a unanimous decision on Monday, September 12, 1927, ordering the Board of Supervisors to levy a tax in compliance with the estimates made by the Board of Education and approved by Superintendent J. M. Gwinn. This gives the San Francisco Board of Education over a million dollars additional to the operating budget granted by the Board of Supervisors and will furnish money for new buildings and equipment for 1927-1928. This decision is far-reaching and confirms the law giving boards of education and school trustees, with the approval of superintendents, power to make their own school budgets. The Board of Supervisors must approve. They do not have, under this decision, the right to cut down or eliminate the budgets of boards of education.

MAYOR JAMES ROLPH, JR., has reappointed Alfred Esberg on the San Francisco Board of Education. Mr. Esberg has achieved considerable distinction on account of the fact that with large private and corporate interests he has given practically all his time to the school department of San Francisco. The remuneration from a monetary standpoint is limited to \$700 per year. His service is for the benefit of the public. He started with a large program for junior high schools, new buildings, modern equipment, and a slogan of "More Money for the Schools." A delegation of teachers headed by John F. Brady and Paul Mohr called on the Mayor and asked for the reappointment of Esberg. The Mayor, after stating that he

would make the appointment, praised the teaching profession and especially the work of Alice Rose Power, principal of the Washington Irving School and also a member of the Board of Education, and said that he believed in the principle that one can only govern with the consent of the governed and that therefore it would always be his policy to keep an active teacher on the Board of Education.

THE NEW YORK *Times* Book Review of August 21 contains a full-page article in high praise of "A Man Unafraid," the story of John Charles Frémont, by Herbert Bashford and Harr Wagner. This book contains 415 pages, size 6x9, bound in green cloth. Price \$5. The headlines of the New York *Times* review are as follows: Frémont Was One of the Great Empire Builders." "Mr. Bashford's Biography Rescues the Pathfinder From Undeserved Oblivion."

Ho! For Coronado

Here first on California's soil
Cabrillo walked the lonesome sands;
Here first the Christian standard rose
Upon the sea-washed Western lands,
And Junipero Serra first
Laid loving hands.

—Madge Morris.

THE SUPERINTENDENTS and coworkers, wives, and those interested in education, will have a most delightful week at Hotel Del Coronado beginning October 3. Mel S. Wright, the manager of the hotel, has planned intelligently for the comfort and entertainment of the superintendents. The Hotel del Coronado, under his management, offers a week of splendid interest to all. The outdoor environment and the indoor comforts are not surpassed on the Pacific Coast. It will probably be the largest meeting of the superintendents ever held and Superintendent Cooper has planned a special program. It will be his first annual convention. Helen Heffernan, as Director of Rural Education, will also have a program of unusual interest.

A Word for Men Teachers

SINCE the heroic misadventure of Miss Mildred Doran, schoolma'ams will need no defense or lack no stint of admiration. Here's a little special pleading for he-teachers, a class sometimes held up to scorn by the strenuous, go-getting cult of Americans.

We all remember the attacks made on Woodrow Wilson, the teacher in the White House. Yet this pedagogue led America to victory in the world's greatest war and then set up a plan for international coöperation that will roll down the ages. In passing one might recall that two other American Presidents were school-teachers, Hayes and Garfield.

But here and now in California the case for the school-master is complete. Three notable examples reflect glamor on his caste.

Clement C. Young began his career as a teacher of Latin and English in San Francisco. Few will deny that as Governor he has already proved his mettle, and that after one year in office he has made a record that promises distinction as one of the best of California's chief executives.

Will C. Wood is also a school man. After having worked his way to the top of that profession as State Superintendent of Schools, he decided to accept a job as State Banking Superintendent. Many wagged their heads in dismay. "What does a school-master know about the jungle laws of Big Business?" they asked. "How can he last in the terrific battlefields of high finance?" Well, he, too, has proved up. Within three months or so he has met and solved with dispatch three big crises—the Bank of Italy merger, the Julian "scandal," and the biggest bank embezzlement of twenty years, the Watterson brothers' failure in Inyo County.

E. J. Lickley, City Prosecutor of Los Angeles, is another school-teacher. Lickley is the brains and the backbone of the drive against the silk-hatted usurers of the Julian "Pete" smashup. Surely a job that requires decision, courage, and straight thinking.

With three such examples in the California limelight, who will dare to sneer at "he-teachers" in politics or anywhere else?—*Editorial, San Francisco "News."*

We should add, however, that there are heroes on the firing line, in the trenches, that are worthy of special note: Susan Dorsey, who by long years of service, and who has been a real

administrator of the big Los Angeles school system; G. P. Morgan, who has for nearly fifty years, as teacher and superintendent, been on the job in Tuolumne County; the teacher in the rural school who meets her problems each day and solves them—are all deserving of high praise. The heroes are not always those who leave the system, but are sometimes those who stay on the job.

JOHN GILL, REDWOOD CITY SUPERINTENDENT

JOHN GILL, former vice president of the Redwood City High School, who has been appointed Superintendent of the Redwood City schools, taking the place of Roy Cloud, now secretary of the California Teachers Association, has an interesting record in education, travel, and various activities.

Mr. Gill was born in Cornwall, England. Educated in the board schools in England. Attended East Cornwall College in England two years. Graduate College Park Academy, California. Graduate College of the Pacific, A. B. Graduate State Teachers College, San Jose. One year San Anselmo Seminary. Post-graduate work at Stanford and University of California. Working for M. A. at Stanford. Has work almost completed.



John Gill

He has traveled for two years in South Africa, two years in Canadian Northwest, three months this summer in Europe, and has spent twenty years in California.

Mr. Gill's teaching record consists of fourteen years' teaching in Redwood City in the grammar schools and the Sequoia Union High School. For the past five years he has been vice principal of Sequoia Union High School.

His activities are many. Until recently he was a member of County Advisory Committee for Hospital Board. He is superintendent of Congregational Sunday School; chairman of the advisory board, De Molay; chairman of boys' work, Y. M. C. A., in San Mateo County; trustee of Congregational Church, and is secretary of City Planning Commission, Redwood City.

His lodge affiliations follow: Past Master Free and Accepted Masons, Redwood City Lodge No. 168; member of Odd Fellows, and also a Sciot.

STUDY COURSE BOARD CHOSEN

APPOINTMENT of the commission to study and make recommendations for the revision of the curriculum of the public schools has been announced by William John Cooper, Director of Education. The members include:

L. E. Chenoweth, Bakersfield, Superintendent of Kern County; Fred M. Hunter, Superintendent of Schools at Oakland; Merton E. Hill, principal of Ontario High School and Junior College; John A. Hockett, University of California; Miss Nell Breen, San Diego school principal; Miss Gladys E. Morehead, Los Angeles teacher; Miss Julia L. Hahn, director of kindergarten primary education in San Francisco; Miss Willa M. Marsh, mathematics instructor in the Fresno Junior High School; Miss Ethel Salisbury, director of the Los Angeles department of course of study, and Mrs. Katherine Barnett, music instructor in the Santa Barbara Teachers College.

MRS. EDMANDS NEW SUPERVISOR

APPOINTMENT of Mrs. Ruth Edmands of Colusa as rural school supervisor of Colusa County has been announced by County Superintendent Perle Sanderson.

Mrs. Edmands is a graduate of the San Francisco Teachers College, where she has also taken a course in rural supervision. She has had a varied experience in school work, having first taught in the rural schools, later holding a principalship, and as teacher the past few years in the local grammar school, where she has had classes in the primary grades and also in the departmental work in the upper grades.

WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

SCHOOLS of Riverside County during the past year showed a total enrollment of 15,689 pupils, which is 223 more than last year, according to statistics of County Superintendent E. E. Smith. There were 603 teachers employed last term.

BUILDING additions made to the schools in Fresno this last summer have been completed. The total cost was over \$100,000. The Edison School addition cost \$190,000. Walter R. Hepner is Superintendent of Fresno city schools.

A BOND ISSUE of \$7,500 has been disposed of in the Vista district, San Diego County, and the money will be spent for school improvements necessary because of the increase of attendance.

DONALD BOGIE has been appointed vice principal of the Sequoia High School, succeeding John Gill, who has been made Superintendent of Schools, Redwood City.

CLAYTON A. LANGWORTHY, formerly principal of the high school at Redondo Beach, and recently a teacher in the Marshall Junior High School, Pasadena, has been appointed to a principalship there.

THE NEW junior high school building in Chino, for which \$95,000 in bonds was voted last winter, has been completed and school is now being held in the building.

THE REDWOOD school district in Santa Clara County has been ordered reopened, as nine

children of school age have enrolled in the district. The order to reopen the school, which was closed last year for want of required attendance, was made by the Board of Supervisors at the request of County Superintendent Joseph E. Hancock.

ALL BIDS for the construction of the \$150,000 high school plant at Gridley were recently rejected on account of bids being too high. The nearest bid was \$2000 above the stated sum.

TWENTY-ONE new bungalows, costing about \$600 each, have been erected as temporary quarters on the site of the Lincoln Grammar School in Sacramento.

C. C. HUGHES, City Superintendent of Schools, Sacramento, and J. B. Lillard, president of the Sacramento Junior College, have returned from a two months' tour in Europe. The educators studied educational systems while abroad and report themselves as being well pleased with the educational ideas and theories in practice in the United States.

PETER G. JACOBS, principal of the grammar school at Rio Vista, was elected recently to the presidency of the Solano County Board of Education. Dan H. White, the County Superintendent, is ex-officio secretary.

A \$56,000 schoolhouse is to be built at Tupman, an oil town in Kern County. The school will be ready for occupancy in about four months. The auditorium will have a seating capacity of 250.

MISS PERLE SANDERSON, Superintendent of Colusa County schools, is forwarding plans for the reconstruction of the Cachil Dehe Indian School. She has the cooperation of the government and a Colusa woman has donated \$1000 toward the cause. Indian mothers are to have a room for recreation and there is to be extra playground equipment for the children.

TEN MINUTES has been added to the length of the school day in Bakersfield, where C. E. Teach is City Superintendent of Schools. This is in compliance with the new law. A new system of teacher classification has also been adopted. Hereafter there will be a probationary period of two years for each teacher, after which the teacher, if satisfactory, has a permanent position.

SCHOOL BUILDINGS in Santa Rosa, where Bruce Painter is Superintendent, have been renovated this summer. New shops, classrooms, and equipment have been added.

ERNEST ORETEL is again principal of the high school at Newman. The school opened on September 6 with additions to the faculty.

JOHN E. PETERSON, teacher in the Part Time High School, Sacramento, has been appointed to the position of dean of boys in the Sacramento High School. This is a new position created by J. R. Overturf, Assistant Superintendent of Schools, with the approval of Charles C. Hughes, Superintendent, and

George C. Jensen, principal of the high school.

THE DESERT school at Palm Springs, in the Coachella district, has been recently completed. It is modern and artistic. The former school building has been remodeled to conform to the new structure, which is of Spanish type with low tiled roofs. Hardwood floors for dancing are included.

W. P. DAYTON of Lodi has been named assistant to Frank C. Vincent, director of vocational education in Sacramento.

AUSTIN & ASHLEY, architects, are to design the new \$500,000 high school for the Monrovia-Arcadia-Duarte district. The building is to be planned to harmonize with the foothills in the background.

MARK G. WOODS, principal in Fairfield since 1918, has been made District Superintendent of Schools in that community.

THE STATE teachers' college, Chico, Cal., recently suffered a loss of \$500,000 on account of fire. The main building, library, laboratory, equipment, and records were all destroyed. Temporary quarters will house the six hundred students pending a new building program.

R. J. LARSON, graduate of the University of California, has accepted a position in the high school in Hollister.

T. VIRGIL TRUMAN, former high school teacher in Pasadena, has been made principal of the Emerson, Hamilton, and Columbia schools. C. H. Peterson, former principal of the Garfield and Serra schools, has been appointed to the Americanization evening and continuation classes at the Pasadena High School.

MISS LOUISE SCHMIDT of King City is to teach the upper grades of the Bitterwater School this term. The primary grades will be under the supervision of Miss Louise Fay, who taught there last year.

FRESNO COUNTY will spend \$1,121,284 as its share in the support of elementary and high schools within the county this year, according to a 1927-28 budget announced recently by Clarence W. Edwards, County School Superintendent. To this sum will be added funds appropriated by the state and those assessed in various districts throughout the county.

A \$60,000 high school auditorium with a seating capacity of twelve hundred is to be built at the secondary school plant, Wasco, Kern County.

MISS EDYTHE LATTA, for the past year principal of the Yolo School, Newman, has been appointed supervising principal of both the grammar schools in Newman, it has been announced by the board.

FOLLOWING is a list of some of the supplies used in the Los Angeles city schools during the past year: Nineteen thousand boxes of chalk, 167 boxes of crayolas, one carload of library paste, nine carloads of paper, 6400

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gross pencils, 12,000 gallons of liquid soap. To keep these schools clean, janitors in the school department used up, in a year, 1300 feather dusters, 1300 brooms, 4000 floor brushes, and 75 miles of cheesecloth for dusters.

SPANISH RENAISSANCE is the style of architecture planned by the architects, Austin and Ashley, for the new school at Beverly Hills. Many distinctive features are being planned for this school, so that it may be in harmony historically with its surroundings as well as in harmony with its setting. A patio and a fine library will be features; an auditorium which will seat six hundred is planned, and on the ground floor kindergarten and first and second grade children are to be accommodated.

GLEN MOSLEY has been appointed vice principal of the Analy High School, near Sebastopol. He is a graduate of the University of Nebraska and has completed a post-graduate course in the Washington State College. David Durst is principal of the Analy High School.

A FIRE, the damage of which has been estimated at \$75,000, destroyed the woodworking shop, the cafeteria, seven school motor busses, and equipment of the high school, Madera, recently. The loss is partially covered by insurance carried by the school board.

W. A. KNAPP of Delhi has been elected principal of the Elim Union Grammar School, west of Turlock. Mrs. Knapp will succeed her husband in his educational work in Delhi.

MISS ESTELLE UNGER, principal of the Washington Grammar School, Petaluma, has been elected principal of the Petaluma Junior High School, succeeding J. Arthur Young, resigned. Superintendent Bruce Painter has announced that all vacancies in the school system are now filled.

SEVEN NEW INSTRUCTORS have been appointed to the faculty of the high school, Salinas, where E. L. Van Dellen is principal.

GEORGE C. BARTON, formerly principal of the Round Valley High School, Mendocino County, has been appointed principal of the high school, Vallejo. C. W. Peck, who has

held that position recently, has accepted a position in the San Francisco school system, it is reported.

INSTALLATION of a system of graduating students from the classroom into positions in their chosen trades was announced recently by the Alameda Board of Education. This will affect students of the vocational department of the Alameda High School.

THE COUNTY schools of Riverside show a gain of almost one thousand students over the previous year, according to figures compiled by Mrs. Dolly Garst, Deputy County Superintendent.

RESIDENTS of Escondido recently voted favorably upon a \$40,000 bond issue. The money is to be spent on the primary department building. Another bond issue for other improvements is pending.

G. C. GRISWOLD, former teacher in Watsonville, has accepted a position in the Modesto Junior College. E. F. Srook has been chosen to fill the vacancy caused by Griswold's resignation.

INDUSTRIOUS BUT COSTLY

THE TYPICAL American is industrious but extravagant and improvident. It has been estimated that about 75 per cent of the city dwellers and 25 per cent of the rural population spend all they earn. Statistics indicate this to be a conservative figure. The statement has been made that fully half our business failures are caused by expenditures for extravagances in the home and for personal pleasures entirely removed from necessity. To live beyond one's means is dishonest; it sets a bad example; it is likely to curtail necessities, thereby endangering health, and it prevents saving for times of sickness and old age. He who lives beyond his means voluntarily and deliberately becomes a pauper and a parasite when reverses arrive. The assertion "the world owes me a living" is a pernicious notion. The world owes one only the opportunity to make a living; the normal individual, whether rich or poor, is in duty bound to give to society commodities or services equal to those he consumes.—From "Economics or the Science of Business" by Delos O. Kinsman.

BOOK WEEK OBSERVANCE

BOOK WEEK will be observed this year by libraries and schools November 13 to 19. The National Association of Book Publishers, Astor Court Building, 25 West Thirty-third Street, New York, has a wide variety of material for distribution to teachers and schools. This association will try to accommodate everyone asking for this material. Here is the list:

POSTERS.—New poster, designed by N. C. Wyeth, "History—Romance—Travel"; free. Card miniatures of poster, reverse blank for local printing, \$1 per hundred. Slides for motion picture theaters, with imprint, 50 cents each. Mats for newspaper use, single column 20 cents, double column 30 cents. "After all, there is nothing like a good book," poster designed by Jon O. Brubaker; free. Card miniatures, reverse blank, \$1 per hundred. Slides, with imprint, 50 cents each. Mats, single column 20 cents, double column 30 cents.

CIRCULARS.—Suggestions for year-round promotion of reading. Book-week projects. Prize-winning plans for year-round promotion of children's reading (1926 General Federation of Women's Clubs contest.) List of important booklists. List of recent magazine articles about books. List of books about boys and girls' reading. Selected book films, a list published by the National Board of Review of Motion Pictures. "Books as Standard Equipment," by Carl B. Roden. "Thirteen Points for Children's Reading," by Anne Carroll Moore. "Planning the School Library," published by the American Library Association.

COUNTY PUBLISHES GEOGRAPHY

TRINITY COUNTY, CALIFORNIA, Its Geography and a Summary of Its History, by the County Board of Education and James A. Bartlett: Trinity County has here taken a forward step which may be followed by other counties in time to come. At the Trinity County Teachers Institute, held at Weaverville, September, 1925, a resolution was adopted asking the County Board of Education to supply the teachers of the county with information regarding the history and geography of Trinity County. This interesting 28-page pamphlet is the result of the resolution, and now Trinity County future citizens will be well informed concerning the county in which they live. The material may be adapted to various classroom uses, according to the needs of the teacher.

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CONTRA COSTA LIBRARY GAINS

AN INCREASE of 25,693 books circulated over the number of last year, is shown by the annual report of the Contra Costa County librarian, Mrs. Alice G. Whitbeck. Aside from the general branch libraries, fifty-seven elementary schools, four high schools, and three Americanization classes were served. The report made out this year by Mrs. Whitbeck is one covering the fourteenth year of service. During that time there has been a marked expansion in the library, the service, and the interest in the books and material furnished. The county librarian believes that she has an unusually efficient and interested staff.

Library Link is the name of a paper that is issued monthly by Mrs. Whitbeck and sent to each custodian in the county. This leaflet is a definite "link" between the main library and the branch. It tells of new material, and carries discussions of interest to the librarians.

MISS SWOPE'S SUMMER SCHOOL

IN THE summer schools of the West, Miss Caroline S. Swope's summer school, held in two sections each summer, at Santa Cruz and Long Beach, has come to stand out as an institution distinguished because it gives the teacher work not given anywhere else in the United States.

This summer saw the twentieth session of the school, with an enrollment of 687 students, the largest in its history. Twenty years ago Miss Swope started with twenty-five pupils and one teacher and this year the faculty numbered eighteen with an enrollment of nearly seven hundred.

The aim of the school always is to show the teacher how to teach her subjects, with definite, concrete suggestions, rather than theoretical advice.

The course includes classes in which methods, suggestions, and plans are given in reading, language, and grammar, literature and story-telling, dramatization, Americanization, educational psychology, primary education, history, geography, spelling, arithmetic, sense training, inter-recitation, activities on occupational work, sand table and other project work, penmanship, physical education, folk dancing, fine arts, industrial arts, supervision problems and general school management, public school music, and creative music.

Miss Swope has in her faculty outstanding educators of the country, among whom are Miss Madilene Veverka, supervisor of the primary grades, Los Angeles city schools; Miss Helen Heffernan, State Commissioner of Rural Schools; Mrs. Cora Merry, supervisor of music of the Riverside Schools; R. E. Wiatt, supervisor of penmanship of the Los Angeles city schools; Miss Vinnie Gee, director of girl activities in the Long Beach schools; Doctor Ellen B. Sullivan, professor of psychology of the University of California at Los Angeles, and Miss Roxana Byfield, San Marino city schools.

In the even working of the school program, G. J. Leonard, registrar and secretary; F. J. Welch, clerk of supplies, and Helen Byfield, proctor, play a most important part.

Miss Swope's Summer School is growing in popularity because it gives the teacher real help for classroom teaching.

THE CORNERSTONE of the new high school in El Segundo was laid this summer and work on the building has begun.

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Papers must be in Berkeley by February 1, 1928. Further information will be sent to those desiring it if requests are made to Doctor G. M. Ruch or Doctor George A. Rice, Haviland Hall, University of California, Berkeley.

CLEANLINESS INSTITUTE

CLEANLINESS INSTITUTE is the name of a group founded by the Association of American Soap and Glycerine, Inc., 45 East Seventeenth Street, New York. The school department has published its first book, "After the Rain," a supplementary reader for third, fourth, and fifth grades, which tells of cleanliness customs of children in many lands. There is also a series of attractive colored pictures of children in various countries cleaning themselves and their homes. These pictures are for free distribution and will prove of interest and value to schools.

CHILD WELFARE INSTITUTE

TWENTY-FIVE children between two and four and one-half years of age, picked from among thousands of children residing in the region of Berkeley, are to form the nucleus of the new child welfare institute at the University of California, to open about October 1.

In the day nursery school, which is to be the main feature of the institute, these children will be watched by educators who hope thus to determine proper methods of instruction for the very young. The nursery will be conducted by Mrs. Pearl B. Crawford, graduate of Columbia University. Mrs. Crawford spent the last year as a Rockefeller Foundation fellow at the Merrill-Palmer Institute in Detroit, one of the best-known nursery schools in the country, and at the child welfare institute of the University of Minnesota.

Headquarters for the Berkeley institute, the first of its kind on the Pacific Coast, have been established in an eighteen-room house at 2739 Bancroft Way, adjacent to the campus.

The children selected will be cared for from 9 o'clock in the morning until 4 o'clock in the afternoon. Lunches will be scientifically prepared, and all the youthful pupils will take naps during the afternoon.

Doctor Herbert Stolz, Assistant State Superintendent of Schools, will act as director of the institute, assisted by Mrs. Crawford and by Doctor Harold E. Jones, director of research. Miss Helen Shockey, formerly in charge of the placement bureau of Mills College, will be secretary of the institute, and John Reid of Columbia University will be statistical assistant.

Specific problems in child welfare, now being considered by university educators, will be studied at the institute by assembling scientific "histories" of the development of the children, both physically and mentally. The institute is established for a term of six years under an endowment given by the Laura Spelman Rockefeller Institute of Child Welfare, New York.



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Teachers wishing to examine these books with a view to adoption may do so at our expense. Desk copies will be billed at a discount of 25% from the list price, f. o. b. our nearest office.

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LIBRARY NEWS DEPARTMENT

By **MAY DEXTER HENSHALL**
County Library Organizer, California State Library

Vacation Time for Librarians

MISS MINETTE L. STODDARD, librarian of Merced and Mariposa county libraries, sent this optimistic quotation of Ina B. Roberts:

ARM CHAIR TRAVEL

I cannot go
To other lands
Where I know
What change is like;
I cannot be
In places new
Where I would see
The world so wide;
But one may grow
By books, and so
I do not envy feel
For those who come and go.
The world is wide,
But books are like the famous boots;
With seeing eye and lengthy stride
I view the earth with love and pride
While sitting by my own fireside.

Although the "arm chair travel" route has so far constituted Miss Stoddard's vacation the last two years, she still hopes for two weeks in San Francisco.

FOLLOWING the joint meeting of the Pacific Northwest Library Association and California Library Association at Gearhart, Ore., a number of the county librarians spent a de-

lightful vacation enjoying the scenery and the cities of the Pacific Northwest.

Miss Cornelia D. Provines of Sacramento County and Miss Bessie B. Silverthorn of Stanislaus County took the trip together, seeing as much as possible of the Pacific Northwest cities and country in five days, and then came the real adventure—the trip from Vancouver, B. C., to Skagway, Alaska, via the Inside Passage.

Miss Provines has written in her inimitable style a marvelous description of the trip. Lack of space permits only an excerpt, which gives a glimpse of her pen picture. Of the trip to Alaska she writes: "Space does not permit a description of the trip with its kaleidoscopic changes of blue water, jagged snow-capped peaks, innumerable waterfalls, dark pine forests, and mighty glaciers. Never out of sight of land, in places the dark shores seem to dispute passage to the valiant little ship that, as by a miracle, chooses her way amongst the labyrinthine arms of the sea, the maze of mountains, islands, and submerged rocks. In her wake the silent peaks close in again—grim, stern, and indifferent—her passing no more than the touch of a gull's breast upon the water—a lonely land and a lonely sea."

MISS ELEANOR HITT of San Diego County spent her vacation during January in San Francisco and Sacramento. After the Gearhart meeting, however, she took a hurried trip to Tacoma, Seattle, Victoria, and Vancouver, traveling with Miss Provines and Miss Silverthorn until they sailed for Alaska.

MISS CLARA B. DILLS of Solano County and Miss Mysell, who had toured the Orient with her several years ago, spent their vacation this summer in the Pacific Northwest. During the trip they visited libraries in Portland, Seattle, Victoria, Prince Rupert, Juneau, and Ben My Chree. Miss Gladys Betts of the Multnomah County Library took them in a car owned by the Portland Library to six very interesting branch libraries. Miss Porter, chief of the children's work in the Seattle Public Library, showed them some of that library's fine branches.

In Victoria the Parliament Library was visited. Documents, papers, and books relating to the discovery of the Island of Vancouver were on display. Some rural Canadian library work was seen at Prince Rupert where Miss Crookshank was in charge of a splendid collection of books. Miss Crookshank was a classmate at Albany of Mrs. Frances B. Linn, librarian of Santa Barbara County.

At Juneau the Alaskan Territorial Museum

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and Library is in charge of Father Kashevaroff, who is a graduate of the University of California. He is acting as territorial librarian and also doing church work in the little Russian church.

At Ben My Chree, above the White Pass, was a collection of books and magazines left by visitors and sent by friends from the "outside." These volumes have a wide service, as they are picked up by miners and river boatmen and read on the mountain lake boats. Miss Dills was much impressed by the Inside Passage, with its marvelously beautiful scenery and the vast stillness that brooded over all.

MISS ELIZABETH R. TOPPING of Ventura County, accompanied by Miss Soule, the custodian of the Ojai Library, went by automobile to the meeting at Gearhart. The machine was equipped for camping. They went up by the valley and back by the coast. Miss Topping reported a delightful time, the pleasure of meeting many old friends, and warming memories of the hospitality of Oregon.

MISS IDA M. REAGAN of Humboldt County took a week after the Gearhart meeting to enjoy Portland.

MISS SARAH E. MCCARDLE wrote: "We had such a wonderful time while in Gearhart, and the Fresno people had such a lovely trip up by automobile, that it seems almost a shame for any of us to take a second vacation. The trip up and back was beautiful." Miss McCardle thinks if she goes anywhere it will be to Honolulu later in the year.

MISS ANNE HADDEN of Monterey County spent ten days in the Northwest. She went by boat to Seattle, then on by stage to Olympia, and with a friend spent two days at a resort on Hood's Canal. Another stage trip from Olympia to Portland was enjoyed before returning by train from Portland to Salinas. Mount Hood, Mount St. Helens, Mount Adams, the "pink ghost of Rainier

through the haze at sunset," and the Columbia River Highway drive were among the treasured memories of the trip.

MISS EVALYN BOMAN of Imperial County, on her return from the library convention, visited the University of California, attended the graduating exercises at Stanford University, and also visited Mills College. She said: "After 'doing' the colleges I moved on south as far as Carmel, where one of the most delightful weeks of my life was spent. For anyone who does not know where to go on her next vacation, let me recommend Carmel-by-the-Sea, with its beautiful pine trees growing right down to the deep blue sea and its lovely white beach glistening in the sun in a most appealing manner."

CHARLES F. WOODS of Riverside has chosen Giant Forest, Sequoia National Park, for a vacation of ten days with friends. His daughter, Dorothy, and little son, Ryder, are enjoying it with him.

MISS BLANCHE GALLOWAY of Madera County cannot imagine anything more enticing than the jaunt on which she expected to start on August 14 with her good friends "Fritzie" (Chrysler) and Miss Mills, Home Demonstration Agent of Fresno County. She sent this message: "With our packs in the back of the car we shall start for a cooler climate. For one week we shall not know where nor when we shall stop to rest. My sole object shall be to find two trees to which I can tie my hammock in which I had such sweet repose on a similar trip through New England."

MISS MARION L. GREGORY of Kings County has gone to Los Angeles. The first week of September will be spent at La Jolla. She will then go to San Francisco to attend the convention of the California Business and Professional Women's Clubs, September 8-10. Miss Gregory is one of the two delegates sent by the club at Hanford.

MRS. JULIA G. BABCOCK of Kern County writes: "After fate in the hands of the Board of Supervisors has settled my budget for the year and decided whether or not we are going to begin acquiring a fund for a central library building this year or continue to add wings and units to hospitals—when, I say, fate has settled these points, then I shall roll off care for a time, step into my car, and betake myself northward. With the son for companion, we shall visit Yosemite again and go out over the Tioga Pass to Lake Tahoe. I cannot, of course, go through any county seat without stopping to visit my library friends, and, with invitations of long standing to visit Plumas and Lassen counties, I shall make those places my terminal until I make my friends twice glad. Returning from this trip I shall go to Giant Forest for a few days, camping after most of the campers have left, and where I can worship the great trees without the trivial chatter of folks, and make friends again with the deer who eat out of our hands and nuzzle our shoulders for more fruit, grapes, peaches, and melons." Mrs. Babcock's son returned recently from the East, where he had gone to take some summer work at Columbia. While East he visited many cities and historic spots.

A WEDDING TRIP and vacation combined! Mrs. Ella Packer Morse sent in the modest comment: "Since my vacation was a wedding trip to San Francisco and south, it will not help you in preparing your article for the WESTERN JOURNAL." Indeed it does! She told of a delightful trip by automobile to San Fran-



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cisco, Monterey, Santa Cruz, and as far south as Santa Barbara.

"ONCE EVERY so often," Mrs. Alice G. Whitbeck of Contra Costa County wrote, "I vary my vacation by taking a complete rest, which means going to Byron Hot Springs where, even though quite crowded, I am alone keeping my room and not having to do anything I do not want to. Baths and massage, sleeping a great deal, reading still more, painting and embroidering a little, and eating still less make up the day. At the end of two weeks I leave thoroughly relaxed to stand the other fifty weeks of the year. This was my vacation."

"THE COUNTY LIBRARIAN of San Bernardino County Free Library is going to have a quiet peaceful vacation this year in the mountain resorts of San Bernardino County, where the mountains, lake, and streams combine to lure one's thoughts away from the ordinary mundane sphere of daily happenings. Just two weeks beneath the pines," is the report sent by Miss Caroline S. Waters.

A LONG AND interesting trip last year serves for vacation reminiscence this summer for Miss Helen E. Vogleson of Los Angeles County. She is quite content this year to enjoy her own yard under a big umbrella, with books and magazines, undisturbed by any thoughts of packing and unpacking bags or anxiety about making trains and boat connections. Last year she went East, calling first at American Library Association headquarters and then stopping at Detroit and Cleveland to see their wonderful library buildings. She attended the fiftieth anniversary of the A. L. A. at Atlantic City and also visited one brother at Chicago and another at Philadelphia. A sister from Birmingham joined her and they made the return trip to Los Angeles via Havana and the Panama Canal.

AT HOME AT Palo Alto, then to the beach and San Francisco, were the vacation plans realized in August by Miss Ellen B. Frink of Siskiyou County.

"MY VACATION this year consists in having my mother with me here in Napa." Isn't that a lovely compliment to a mother? That is the message sent by Miss Estella DeFord of Napa County.

HAVING a wealth of interesting places in her own county and that vicinity, Miss Lenala Martin of Lassen County and Miss Elisabeth Haines, first assistant, have been taking their vacation in bits by auto and sharing it with relatives and friends. One week-end was spent at Drakesbad. It is in a little valley surrounded by mountains. Nature's wonders are plentiful there. The Boiling Lake and Devil's Kitchen seem to be outlets for Lassen Peak Volcano. The Boiling Lake has mud pots all around it and is always steaming, while the Devil's Kitchen has steam holes and mud pots on each side of an ice cold stream. "You can catch 'em and cook 'em without moving from one spot." Another trip was up Lassen Peak. They traveled on horseback nine miles each way, two and one-half miles being entirely over snow. They saw two frozen lakes near the top and looked into the crater, which was not active, although steam was coming out of a mud pot at the side. A beach supper at Eagle Lake was enjoyed one glorious night. One Saturday a trip was taken over the mountains to Quincy to visit Miss Edith Gantt, librarian of Plumas County. Another Saturday they attended the fair at Reno. Lassen County had an exhibit and displayed

the county library sign on the gate post of one of the small houses. Future trips will be made to Sacramento and San Francisco.

A POSTCARD from Miss Anne Bell Bailey of Tehama County, written from Weaverville, Trinity County, indicates she, too, is taking her vacation by bits, traveling by machine from one interesting spot to another in Northern California.

MISS NANCY C. LAUGENOUR of Yolo County intends to spend her vacation in San Francisco. During that time she will visit as many libraries as possible.

MRS. LILA G. ADAMS of Trinity County spent her vacation with relatives in Corvallis, Ore.

MRS. ELIZABETH SINGLETARY writes: "Our plans now stand for a Christmas vacation."

MISS BERTHA S. TAYLOR of Amador County spent several delightful, restful weeks in Berkeley.

HOME VACATIONS and "arm chair travel" take precedence over others this year with the librarians of Alameda, Marin, San Mateo, Tuolumne, and Sutter counties. Why not? Miss Mary Barnby has a "friendship garden" with a tiny brook, fountains, trees, shrubs, flowers, and birds that is an ideal vacation spot. A tiny house in "Marvelous Marin" is the attractive home atmosphere surrounding Miss Muriel Wright. Ten days at home in Berkeley this spring leave Miss Edna Holroyd hoping for more later on. Mrs. Helen R. Dambacher in fascinating Tuolumne County hasn't yet even considered a vacation. Why should Miss Frances M. Burket bother planning for a change? Her home is Paradise.

ATLANTIC READERS POPULAR

THE MOVEMENT for character building, now one of the foremost interests of the public schools, has received important reinforcement in the shape of "The Atlantic Readers," which have achieved an initial popularity of surprising dimensions in the few months they have been before the public. This course of character training is the result of a questionnaire conducted by Doctor Randall J. Condon for the *Atlantic Monthly* three years ago, more than ten thousand representative teachers taking part in the investigation. This means that the books present the composite opinion of America's most successful teachers of character education. The contents are 100 per cent new material, mostly from the pens of living writers. Doctor Condon, the editor, is Superintendent of Schools in Cincinnati. Little, Brown & Co., is the publisher of "The Atlantic Readers."

VERNON SCHOOLS PROGRESS

UNDER the direction of Horace F. Fillmore, Superintendent of Schools, Vernon, Cal., and his corps of teachers, the schools in that industrial center are advancing. A building program that calls for a first-class grammar school building, to be ready for the school opening one year from this month, has been planned. The finances of the district are in such good shape that it is thought that bonds will not be necessary. There is now an eight-teacher school which has an attendance of about 83 per cent Mexicans and 17 per cent Americans.

Three-fourths of the two-acre school ground is well covered with pepper trees of about twenty-five years' growth, owing to the foresight of P. J. Durban, president of the school board.

ABOUT BOOKS

IN OLD CALIFORNIA, by Edith Kirk Fox: Illustrations from cut-out work by pupils in the author's third grade of the Bakersfield, Cal., schools. Art, dramatization, history, and reading are all combined in this colorful and artistic story of California for boys and girls in the third and fourth grades. The story of California is told as a story, in simple, readable form—no difficult dates and names—and not a dull moment from start to finish. The fact that the entire project was worked out in the schoolroom and that the children, themselves, under their teacher's direction, worked out the illustrations, lends the book value and gives it a practical angle that every teacher will feel. The charm of the work is irresistible. It will fill every child with delight. Miss Fox has included minute directions as to art, dramatization, and project suggestions that should greatly assist teachers who enjoy original work. (Macmillan Publishing Company, 350 Mission Street, San Francisco. Price \$1.)

GIRLS WHO DID, by Helen Ferris and Virginia Moore: Here is a volume that breathes delight and glory in ambition, work, success! Both the authors have had wide experience in vocational work with girls, and their interviews with a galaxy of successful women who are living and working today compose the book. Personal interviews which tell of how these persons chose their career, how they worked toward careers, and of their final accomplishment are given: Gertrude Hawley, Anne Carroll Moore, Ethel Barrymore, Inez Haynes Irwin, Peggy Hoyt, Brenda Putnam, Maria Jeritza, and others. A personal talk directed to girls who are choosing careers, trying to find themselves, is the conclusion of this inspiring and practically helpful book. (E. P. Dutton & Son, 681 Fifth Avenue, New York. Price \$2.50.)

THE BOOK OF GAMES for Home, School, and Playground, by William Byron Forbush and Harry R. Allen: Over four hundred pages for home, school, and playground are in-

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cluded in this useful volume. The directions are written so that children, as well as adults, can quickly grasp them. Illustrations, charts, and music all contribute to the usefulness and practical value of the material presented. A special index of foreign games is included with the games, which comprise both old and new. (The John C. Winston Company, 1006 Arch Street, Philadelphia, Pa.)

ESSENTIALS OF AMERICAN GOVERNMENT, by John Mabry Mathews: "The purpose of this book," as told by the author, "is to inspire in the student or reader a more intelligent interest in public affairs and a better understanding of the duties of citizenship." The book furnishes a minimum amount of information regarding American government that each adult should possess. Questions both new and old receive attention, and cuts, charts, maps, ballot forms, and other illustrative material are included which tend to clarify the subject. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price \$1.60.)

AMERICA'S ROOTS IN THE PAST, by Daniel J. Beeby and Dorothea Beeby: "History is the story of how man became what he is from what he was, in the development of his manner of living, his intellectual life, and his moral or ethical life" is the theme of the volume. The book is for fifth or sixth grade. (Charles E. Merrill Company, 440 Fourth Avenue, New York.)

MERRILL'S ENGLISH TEXTS, Old Testament Stories; A Midsummer-Night's Dream; Modern Essays of Various Types: These books

were edited by authorities, the first by W. Leopold Bennett, the second by Charles A. Cockayne, and the third by Milton M. S. These volumes are neatly gotten up, are illustrated in interesting fashion, and are of convenient size, not only for study, but for pick-up reading. Very full notes are included in each volume. The "Modern Essays" gives one new ideas of old friends, for here the reader becomes more intimately acquainted with persons whose articles and stories and poems he has read during recent years. (Charles E. Merrill Company, 432 Fourth Avenue, New York.)

NATURE TRAILS, by Dietrich Lange; illustrated with many photographs by the author: This volume, suitable for intermediate elementary grades, is divided into four parts, the four seasons being the divisions. Nature in all of its phases—trees, flowers, weeds, etc., and birds, beavers, toads, etc., are the subjects handled in an informational manner which makes the study of this material a foundation for further study, for field trips, and investigation. The subjects are treated in a very thorough manner, and study questions, references, index are all included. (D. Appleton & Co., 35 West Thirty-second Street, New York.)

CUBBY BEAR, by Lena B. Ellingwood, illustrated by H. Boylston: Here is a lively supplementary second grade reader which seems to have come from Animal Land itself! Children will love the action and human interest in the adventures of Cubby Bear, and at the same time they will absorb some lessons in manners, health, and nature study. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 72 cents.)

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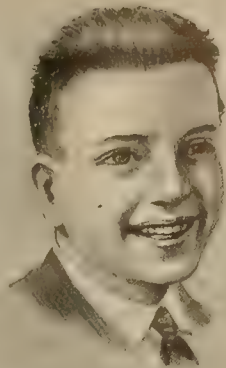
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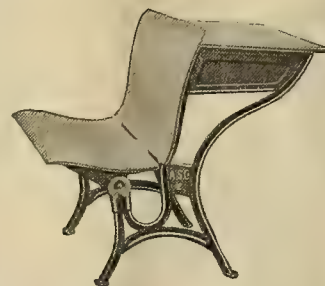
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THE WESTERN JOURNAL of EDUCATION



OCTOBER, 1927



Theodore Roosevelt, from photograph of statue made by Vincenzo Miserere. Theodore Roosevelt's birthday will be observed on October 27. An excerpt from his "Creed" appears on page five of this issue, with the school program suggestions.

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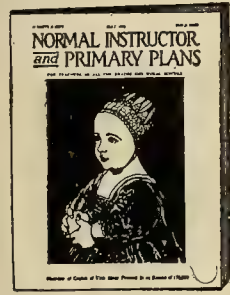



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VOL. XXXIII, No. 10

SAN FRANCISCO, OCTOBER, 1927

PRICE, 15 CENTS

ARMISTICE IN RHYME AND SONG

By RUTH THOMPSON

THIS PROJECT may involve reading, memorizing, music, art work, and history, too, if the significance of Armistice Day is properly studied and discussed.

Use of the material: Following the study of Armistice Day the rhymes may be read aloud. Parts may be assigned to nine children. If there are more than nine in the class, the remaining number forms the chorus in the background. If there are no other children, those taking the parts may sing the songs. The children may make cards with the letters of *Armistice* written thereon, a letter to a card, so that as the nine children face the audience the word spelled on the cards worn or held up is A R M I S T I C E.

Program:

Salute to the flag by all.
Singing of "America" by all.
One child may briefly tell the facts of the World War and why we have Armistice Day and what the word itself means. This is reference work and study that must be done in the preparation of the project. Following this factual talk, each child in consecutive order recites his rhyme. Pauses should precede and follow the songs in each case. At the conclusion the entire group should join in singing "The Star-Spangled Banner."

Songs to be learned and sung:

"America."
"Over There."
"It's a Long Way to Tipperary."
"There's a Long, Long Trail A-Winding."
"Keep the Home Fires Burning."
"The Star-Spangled Banner."

Materials needed:

Cardboard, preferably white, so that the children may color any desired color—probably red, white, and blue.
Crayons or paints with which the cardboard letters are to be colored.
Scissors to cut out the letters if they are not to be worn as square or oblong signs.
American flag on display and for salute.

Characters:

May be ten and chorus.
One child to tell story.
Nine children to represent the letters of *Armistice*.

A A is for *Armistice*,
A day we remember;
The close of the World War—
The Eleventh of November.

R R stands, my friends,
For a good word—it's "*right*,"
'Twas for *right* and *democracy*
We entered the fight!
(Chorus in background sings "Over There.")

M M stands for *Marines*.
For our boys on the sea
Did their part towards making
The enemy flee!

I I means *involved*,
For nations twenty-four,
Arrayed against the enemy
In the four-year war.
(Chorus sings "It's a Long Way to Tipperary.")

S S stands for *songs*
That we may yet hear—
Inspiring songs
That brought soldiers good cheer.
(Chorus sings "There's a Long, Long Trail A-Winding.")

T T is for *teacher*—
Why that reference here?
Our war president, Wilson,
Thus began *his* career!

I I here means *industrious*,
Home folk tried to lift
War burdens by working
And practicing thrift.

C C might mean children
Who gardened and sewed,
And who did their share
To carry war's load!
(Chorus sings "Keep the Home Fires Burning.")

E E stands for *Eagle*,
Our symbol and sign,
For U. S. stands for truth
And leads Democracy's line!
(Chorus sings "The Star-Spangled Banner.")

RECITATIONS FOR ARMISTICE DAY

SOME appropriate modern recitations for Armistice Day follow:

"In Flander's Fields," by John McCrae.
"America's Answer," by R. W. Lillard.
"Crosses," by Mabel Hicks.
"The Debt," by Theodosia Garrison.
"A Song for Heroes," by Edwin Markham.
"The New Banner," by Katrina Trask.
"Your Flag and My Flag," by Wilbur D. Nesbit.
"I Have a Son," by Emory Pottle.

GIVING THANKS—A PROJECT

By RUTH THOMPSON

THIS is a Thanksgiving project lesson in which all children in a classroom or a rural school may take part and add their original ideas.

Materials needed are:

A large dictionary.
Pencil and paper for each child.
Some benches, desks, or chairs, so that all children may be comfortably seated.

Bell for door.

Characters may be:

JACK—a boy.
JACK'S MOTHER—a girl dressed for the part.
A group of children, any number, and MARY, JEAN, ALLEN, MALCOLM, EDWARD.

Plan of procedure: Mother and Jack are seated, talking, when all other characters enter. Action is shown by the conversation. When lists are made out each child must actually compose his own list alphabetically and read it to the others. If the children wish to have some natural, informal discussion it will add to the project. At the conclusion all characters, except Jack and his mother, exit with their lists and happy "good-bys."

JACK: Well, here I sit! All I have to do is work. How to do my work, I don't know!

MOTHER: What work have you to do, dear?

JACK: Lessons!

MOTHER: What lessons, son?

JACK: Aw, the teacher has told us to make a list of things we are thankful for. I'm not thankful for anything—nothing to be thankful for that I know of!

MOTHER (*shocked*): Not anything to be thankful for? *Why Jack!*

JACK: What have I to be thankful for? If I want a little money to spend I have to earn it myself—and we have no automobile like other families have—

(*Brrr-r-rrr-rrr. The doorbell rings.*)

Oh, there's the doorbell! (*Runs to the door and opens it.*) Oh, hello! Come in, come in!"

(*Enter group of boys and girls—at least five, or any convenient number.*)

MARY: Oh, Jack, I was so lonesome! I do love my auntie so much—but no aunt can really be the same as my own mother was to me. I just love your mother, Jack. (*She runs to Mother and gives her a hearty hug.*) You are a fortunate boy, Jack!

JEAN: Oh, Jack, I came to ask you if I may borrow your dictionary. We haven't one at home. Dad always expects me to go to the library and look up my words and its *such* a long walk!

JACK: Yes, Jean, there's the dictionary on the table. Help yourself. (*Jean goes to the table, opens the dictionary, and studies it.*)

ALLEN: We have to make out a list of things we're thankful for, don't we, Jack? My, but *you're* lucky! Just look at me with my bad back! I'll never be able to cut lawns and play, and work the way you do. If you want the price of a day at the beach, or a dollar to save, or a dime for carfare, you don't have to ask for it. You are so strong you can

work for it, earn it! And people are glad to give you a job.

(*Jack rubs his head thoughtfully and his mother glances at him quickly.*)

MALCOLM: I saw by the paper that you are going to sing at the Sunday school rally. I wish I had your talent!

JACK: Hey, you fellows are making out that I have everything and you have nothing!

MARY: You have a mother!

JEAN: You have a great big dictionary!

ALLEN: You have health so you can earn, work, and play!

MALCOLM: You have a talent to cultivate!

MOTHER: You have a good father and a good home!

EDWARD: I know of other things we all have to be thankful for. I've been thinking about it nearly all day.

JACK: Go ahead and tell us.

EDWARD: Well, our country is at peace. We all have enough to eat and wear. We have schools, churches, fun, and even work!

JACK: You *have* been thinking, Edward!

MOTHER: And I have been listening to you children and thinking, too! You say that you must each have a list of things for which you are thankful. Why don't you make out your lists now?

ALLEN: How?

MOTHER: Take pencil and paper, each one of you. (*Jack promptly gets and passes paper and pencil to each one.*) Now write in order each letter of the alphabet. Place one under the other. Then, opposite each, write something beginning with that letter for which you are thankful. For instance:

A—Apples, because they are a healthful and nourishing food.

B—Books, because they entertain and instruct us.

C—California, the glorious state in which we live!

D—Dentists, because they save our teeth!

E—Electricity, for now we can have lights, heat, radio, vacuum cleaner, and other electrical devices.

And so on. Then each of you in turn should read your lists, compare, and discuss them.

ALL: Oh, what fun! We will do that right away!

(*Now each child must make out his list. Reading and discussion follows. At the conclusion have the children say "Good-bye" to Jack and Mother, and hurry out with their papers, happy because they have worked and thought, and are now ready for the next day's Thanksgiving Day lesson.*)

TEACHER SENDS SUGGESTIONS FOR OCTOBER*

THE FACT that the month of October has more than one day, Columbus Day, to be observed in the schoolroom, is the point brought out by Mary P. Denny of Council Bluffs, Iowa. Two other days listed by Miss Denny are the birthday anniversary of Theodore Roosevelt, and the fact that October is the birth month of James Whitcomb Riley. Miss Denny's suggestions follow:

October 27 commemorates the birthday of Theodore Roosevelt, twenty-sixth President of the United States.

Roosevelt's creed should be committed to memory by every child:

"I believe in honesty, sincerity, and the square deal; in making up one's mind what to do—and doing it.

"I believe in fearing God and taking one's own part.

"I believe in hitting the line hard when you are right.

"I believe in hard work and honest sport.

"I believe in a sane mind in a sane body.

"I believe we have room for but one soul loyalty, and that is a loyalty to the American people."

One has enshrined the man in the great prose poem:

"He came out of the void
Buoyed upon the surging tides;
He braved the West,
Defied the wide frontiers;
He trekked the continents
And enthroned his name
Among the white, the black, the brown, the yellow men.
He trod the frond,
Fording the darkened streams
That glide through jungles
To the tropic sea;
He spanned the globe,
He swept the skies,
And moved beneath the waters of the deep.
He entered all the portals of the world,
A vibrant, thrilled exhaustless restless soul;
Riding at last the very stars—asleep."

James Whitcomb Riley is the poet of the month, and his bright songs of autumn in the country should be the possession of every child.

Valor, courage, and simple content are the great words for the month, and each child should learn anew the meaning of patriotism.

STUDY IN NOVEMBER

By MARY P. DENNY

NOVEMBER is the great month of deeds, and of happiness in service. Expression is a great word for the month. In our picture-making for the younger children, it is well to have the children draw or construct a miniature Mayflower ship and a picture of the shores of the New World. A village of log houses with a background of snow-covered forest is another interesting picture.

The work and perseverance of the Pilgrims in building their homes in the wilderness should be emphasized. Give a little study of Indians to the children. Tell the story of the Indians who brought their gifts to the Pilgrims, and taught them to plant and to reap their corn. Indian handiwork, bows, arrows, canoes, dolls, wigwams, and cradles are interesting studies for the month.

It is a great pleasure to tell over again to the children the story of our first Thanksgiving Day. The autumn brings in its fullness the gifts of nature. It is the time of harvest, and the fulfillment of the year. A careful word study is of great help in the beginning of our school year.

Apprehension, observation, and accuracy of vision—let us reiterate again and again these great words in all our work and study at this season of the year. We must see each gift of life in its unity with the symphony of nature—the beauty of the ripened corn, the purple grapes, and the russet woods.

He who observes accurately a snowflake in its wondrous crystal beauty under a microscope enters into a sense of the unity of the universe. And he who studies in its full symmetry

*Teachers having ideas, devices, and seasonal suggestions are invited to contribute them.

a tree or the humblest field flower possesses the key to all knowledge.

Observation is the absolute basis of all knowledge. The first object, then, in education, must be to lead the child to observe with accuracy; the second, to express with correctness the results of his observation. Learn to comprehend each thing in its entire history. This is the maxim of science guided by the reason. If we consider it, we shall find that exhaustive observation is an element of all great success. The child must learn that small things are as great as large things in a true system of life. Browning has said:

The small, a sphere as perfect as the great
To the soul's absoluteness.

One man walks through a wood or a field and sees nothing. Another knows the distinctive form of each flower and leaf; understands the laws of nature and sees untold beauty in a common leaf.

Vision, observation, understanding, are the keywords of nature study in the autumn—comprehension of the symphony of nature that makes our life a part in the great song of life. William Cullen Bryant, the poet of nature, and the first great American poet, is our poet for the month. The poet's beautiful verses "To a Waterfowl" should become the possession of every child:

He who from zone to zone
Guides through the boundless sky thy certain flight
In the long way that I must tread alone
Will lead my steps aright.

A CREED

LORD, let me not in service lag;
Let me be worthy of our flag;
Let me remember, when I'm tried,
The sons heroic who have died
In freedom's name, and in my way
Teach me to be as brave as they.

In all I am, in all I do,
Unto our flag I would be true;
For God and country let me stand,
Unstained of soul and clean of hand;
Teach me to serve and guard and love
The starry flag which flies above.

—Edgar A. Guest, Reilly & Lee Company, Publishers.

PREPARATION

By GUY WINFREY

WHEN Christopher Columbus sailed across the stormy ocean, His voyage was not based upon a sudden vagrant notion, For well he knew the perils that may wait on seas uncharted, So fully he prepared himself for them before he started.

His youth he spent at Pavia; he studied math. and stars— Then several years he spent among the jolly 'foremast tars. So when his chance arrived at last, he'd had his preparation, So he succeeded. Why? Because he *knew* his navigation.

When "Lindy" made his trip across, he took the upper pass, On wings upheld by roaring winds from his propeller's blast. His daring and his skill have won the plaudits of the nation, And he succeeded. Why? Because he *knew* his aviation.

The seas of life are stormy, too, and eke the winds of chance. But youth must launch his craft and sail without a backward glance. 'Tho waves be high, and port be far, he'll reach his destination If he will but prepare himself! So, get an education!

WE SHOULD not be discouraged because we are surrounded by human limitations and handicapped by human weakness. We are also possessors of human strength. Intelligence, courage, fidelity, character—these, also, are our heritage and our mark of the Divine Image.—President Calvin Coolidge.

THE ANNUAL CONVENTION OF SUPERINTENDENTS

By HARR WAGNER

THE Superintendents, with the allied educational groups including rural supervisors, State Board of Education, state curriculum committee, and directors of the California Teachers Association held their annual convention at Hotel del Coronado, Coronado Beach, Cal., October 3 to 7, 1927. The educators assembled in the ballroom of the Hotel del Coronado at 9:30 a. m., Monday, October 3. William John Cooper presided, with Edna M. Stangland as secretary. Singing was led by Mr. Reyer, a prayer was read by Reverend John Grainger. Doctor Stewart, Ada York, and President Hardy of the San Diego State Teachers College greeted the members of the convention. Superintendent York, in closing her remarks, gave a welcome with so much felicity of expression and sincere feeling that the following excerpt is given:

So, today we welcome you to the joys of the program, to the lectures, the discussions, the conferences, the lobby meetings, the excursions; but most of all to the opportunities to deepen the ties of friendship. With our sea and mountains, with our beaches and our back country, with the beauty of our flowers and the splendor of our sunny sky, with our parks and our public buildings, with our schools, both urban and rural, with our miles of alluring highway—we welcome you. We want you to have a happy time and when you go away, even though you are turning your steps to that dearest of all places, home, sweet home, we want it to be almost impossible for you to silence the sigh of regret that comes because you must leave us so soon and because you cannot, at least not yet, be so fortunate as to stay with us *all* the time.

G. P. Morgan of Tuolumne County responded in a delightful manner. He was followed by the introduction of members of the new State Board of Education.

Superintendent Willard E. Givens of San Diego City presided during the roll call of the convention. Each member was asked to respond with a fifty-word telegraphic message, reporting the outstanding accomplishment in his or her jurisdiction during the past year. There were a number of snappy messages and Superintendent Givens, as presiding officer, with the big gavel, created considerable interest in his method of speeding up the roll call.

On Monday afternoon R. P. Mitchell presided, with Eva Holmes as secretary. Honorable A. R. Heron, director of state finance, gave a plan of the reorganization of the state government, and William John Cooper, of the State Department of Education. Jerome O. Cross and Arthur Walter took part in the discussion. C. L. McLane, president of the new State Board of Education, spoke for the state board, and C. L. Phelps gave "A word about John Swett."

On Tuesday morning F. F. Martin presided, with Portia F. Moss of Placer County as secretary. Superintendent Bachrodt of San Jose spoke on improving the institute. This was fol-

lowed by a discussion by John A. Cranston of Santa Ana. John McGlade, Assistant Superintendent of San Francisco, gave a very carefully prepared paper including the results of a questionnaire on "Teachers' Leave for Study." Others on the program were Evelyn Clement on credentials; W. G. Paden, Charles L. Jacobs, Doctor T. W. McQuarrie, and H. B. Wilson. In the afternoon Honorable Will C. Wood gave an address that made a very deep impression and many of those present expressed a wish that it be printed in full in this issue of the JOURNAL. The message of the address was "The world needs more Davids and Davids are not made by factory methods."

When the prodigal son returned to his father's house after a distressing journey into a far country, his experience was not to be rated a total loss as a casual reading of the parable might lead us to assume. No intelligent young man could leave the home of his youth on a long journey, spend all of his substance in riotous living, be reduced to eating husks with swine, and not acquire a precious deal of experience. It is to be regretted that St. Luke didn't write a sequel to the famous parable. If he had done so, I am confident he would have told us that the prodigal youth, made as he undoubtedly was of daring and sensible stuff, turned over a new leaf at the feast of the fatted calf, and that on the basis of his experience and a new way of looking at things gained by grappling with stern realities, he made a fortune greater than the one he had squandered, and became a fine upstanding pillar of the community in which he lived.

Far be it from me to compare my return today to the house of school people with the famous comeback of the prodigal son. In the first place, I couldn't qualify for the prodigal's part. Having been a school man from my youth, I had no rich patrimony to spend in riotous living when I went into a far country. In the second place, the far country into which I went has not been inhospitable. My journey has been so filled with tremendously interesting, sometimes intensely dramatic, situations, that I have enjoyed every minute of it. In one respect, however, I am like the prodigal: I have come to look at many familiar things in life from a new angle. I have chosen to speak today, not about the new field and my experiences therein, but about some things in the educational field that I seem to see more clearly now than I did a year ago, because I can contemplate them somewhat at a distance and in perspective, albeit the perspective is still too short for perfect appraisal.

The burden of my talk is found in a text, the essence of which is quite old. A Roman philosopher, twenty centuries ago, declared in effect if not in words that nature is greater than nurture. What a child is born with, determines to a very large extent what that child shall become. However hard we may try, we cannot by any means known to man put into a child qualities with which he was not born. If, for example, he was not endowed by nature with academic intelligence, all the training we may attempt to give him cannot make him a scholar or a professional man. Elaborate academic training for such a youth is worse than wasted because our very insistence upon his becoming what nature never intended he should become tends to shut him out from success in other fields for which he may have real talent. If you put a Cadillac polish on a cutdown fivver, you don't change the nature of the fivver. You have merely emphasized the shortcomings of the fivver and rendered it less useful for the honorable work for which it was intended.

In the light of the limitations which nature has put upon individuals we should regard education, not as a means for making all individuals more nearly alike, but as a means for developing inborn talents and making possible their employment for the benefit of all. Instead of treating diversity of talents among individuals as a liability; instead of regarding lack of interest in academic courses as evidence of original sin; instead of setting ourselves the painful task of trying to make individuals over to fit a standardized mold, we should frankly recognize that the Almighty was supernally wise when he decreed an infinite variety of human talents. We should accordingly look upon diversity of talents among human beings as an asset and set ourselves the task of developing and refining those talents to the end that their several possessors may get the most out of life for themselves and at the same time render to others their best and fullest service.

Perhaps I can make what I have in mind clearer by resorting to analogy. The alchemists of the Middle Ages lost themselves for centuries in the task of trying to find an alkahest or means to transmute baser metals into gold. The gaudy metal was the most precious and if a way could be found to convert the humbler metals into gold, it was assumed that all men might be made rich and the millennium immediately realized. As a result of this restricted search for an alkahest, the art of alchemy failed to make any real progress and in time fell into disrepute as a magic art. The stills of the alchemists were sought out and destroyed in the Middle Ages even more ruthlessly than the stills of our own post-prohibition era. It was not until scientists resolved to take nature as they found it, gave up the possibility of finding an agent for transmuting metals into gold, and sought to find out the nature of each metal and how it might be made to serve man according to its intrinsic properties, that chemistry came into its own. As a result of this change of attitude, this new resolve to work with nature rather than in opposition, we are now enjoying the use of the baser metals in thousands of modern inventions. Man is far richer today than he would have been if the alkahest or philosopher's stone had actually been found and used to turn base metals into gold. Man has been enriched throughout the ages, not by flying in the face of nature, but by accepting nature as good and beneficent and studying how nature may be made to serve his purposes. Man learned a tremendous lesson when he discovered that nature can be made to serve most generously only when it is wholeheartedly recognized and accepted at face value.

Viewing education in perspective and in the light of my observations outside the field of school work, I have come to believe that we are laboring under handicaps somewhat similar to those of the alchemists. It seems to me that the American people have conceived of success altogether too narrowly and that our schools have been forced to follow suit. Instead of regarding success as the achievement of the fullest development and use of talents born in the individual, we measure success according to general standards. We are endeavoring to make all too many individuals conform to a type that can meet those general standards, just as the alchemists tried to transmute all baser metals into gold. It can't be done, and we would defeat the very end we have in mind if we were able to do it. Had the alchemists been able to convert brass and lead into gold, the latter metal would have ceased to be precious. If we were able to make all individuals conform to a general standard of success, we should have so many people doing the same thing that all



A glimpse of the Hotel del Coronado, Coronado Beach, Cal., Mel S. Wright, manager, where the Superintendents' convention was held.

humankind would starve to death. The hope of the world lies not in standardization of people, but in individualization; not in working for sameness, but in working for diversity of service.

The modern school system does not, I believe, make adequate provision for individual needs. Neither is its program based sufficiently on the diversity of individual talents. We have been obliged to think of children, not as individuals, but as members of a great mass. In consequence, we have had to resort to standardization of educational means. Pressure of numbers has forced the schools to train children in classes, to put them through standardized courses of study, to hold them to certain intangible and unsatisfactory standards of achievement. Because we haven't the time and facilities to fit the intellectual garment to the student, we hand him a uniform, never asking whether he is mentally fat or lean, long or short. The result has been the exhibition of many misfits. Perhaps the individual will always be, in some measure, a victim of mass education. I do not see how we shall ever be able fully to individualize the training of pupils. However, I am convinced we can do more than we are doing to individualize instruction, and I am equally certain that it should be done. In this period of mass production, we should distinguish clearly between a factory and a school. The factory which handles inanimate and insensate materials may standardize its processes without endangering the quality of the product; but the school which handles human beings of different types and talents cannot be standardized very far without endangering the product. The factory's purpose is served if it turns out dumb-bells that cannot be told apart. The school is a failure if it doesn't turn out something besides dumb-bells.

The criticism I am offering and for which I accept my full share of responsibility is not leveled so much at the elementary school as at the high school and the college. The elementary school deals with the tools of knowledge with which all individuals should be familiar. We can't vary the elementary school program very much. In the high school and college, however, we find a different situation. In these institutions the individual may well be given greater latitude to develop his special talents. However, we find a growing tendency to restrict and limit choices of studies and activities in the secondary and higher institutions, most of these restrictions being designed to check the development of a tendency toward early specialization. I do not question the desirability of requiring all students to take certain subjects; but all such prescriptions should be predicated upon proved needs rather than upon tradition or the desire of faculty members to swell their enrollment. I do not suggest a return to the unrestricted elective system; but I am calling attention to the tendency to add to the list of prescribed subjects in the high school and college, which has the effect of extending general training beyond the age of twenty-one, with consequent restriction on the freedom of young people to follow where their talents lead them. I have found in the field of salesmanship, especially insurance and investment salesmanship during the last eight months, altogether too many young men eking out only a bare existence, men who might have qualified advantageously for some other line of work in keeping with their talents, to indorse the plan of carrying general training according to a set pattern as far as we are now carrying it. The elective system had its faults, but the reaction against election of studies has been carried too far. It is my judgment that the whole range of prescriptions in secondary school and college should be brought under a searching inquiry by the institutions concerned, to determine which are worth while and which may be abandoned without loss to the students.

In working out our plans for education, we should work with nature, not contrary to nature. The nurture we give the pupil must be determined in the light of what nature has endowed him with. The individual must fight his own battle with his own weapons and in his own armor. To further illustrate my point, may I quote two classic examples. Homer tells that at the siege of Troy the brave warrior Achilles became disgruntled at Agamemnon and sulked in his tent while the attack proceeded. The battle went against the Greeks because of Achilles's absence, and the victorious Trojans pushed the battle so far as to threaten the burning of the ships of the besiegers. At the critical moment Achilles, refusing to join the battle personally, permitted his young friend Patroclus to don his armor and take his sword and spear into battle. Hector's troops were startled at the sudden appearance of Patroclus in dazzling armor and mounted in the chariot of Achilles, thinking the stalwart Patroclus was the brave Achilles himself. The battle raged for hours and Patroclus laid many a foe by the heels. But as the battle continued, it became evident that the armor of Achilles didn't fit Patroclus, that the weapons of Achilles were strange to him. In the confusion occasioned by his strange armor and trappings, Patroclus fell at last before the shaft of Hector. The gallant youth failed and fell because he fought in the armor and with the weapons of another.

A second example: The men of Israel, under King Saul, had pitched their tents in the valley of Elah, with the Philistines arrayed against them on the other side. And there went out a champion of the camp of the Philistines named Goliath who stood six cubits and a span. And he stood and cried to the armies of Israel: "I defy the armies of Israel this day; give me a man that we may fight together." King Saul and his followers were all dismayed and stricken with terror, when David the son of Jesse, a mere stripling and not a man of war, who had come to camp at the juncture merely by chance, went to King Saul and volunteered to go and fight with the Philistine. "And Saul armed David with his armor and he put an helmet of brass upon his head; also he armed him with a coat of mail. And David girded his sword upon his armor and assayed to go; for he had not proved it. And David said to Saul, 'I cannot go with these, for I have not proved them.' And David put them off. And he took his staff in hand and chose him five smooth stones out of the brook and put them in a shepherd's bag. And his sling was in his hand, and he drew near to the Philistine. And the Philistine said unto David, 'Am I a dog that thou comest to me with stones?' And David put his hand in his bag and took out a stone and slang it, and smote the Philistine in his forehead, that the stone sunk into his forehead; and he fell upon his face to the earth. So David prevailed over the Philistine with a sling and with a stone and smote the Philistine and slew him. But there was no sword in the hand of David."

My thought is that we are sending out too many young people of the type of Patroclus, wearing armor which is not theirs and which doesn't fit them; that we are sending out too few Davids, whose strength lay in his decision to reject the armor of another and to fight as shepherd boy according to his nature. Standardization of education means that many young people, who might be victorious if they were to fight with their own weapons, will follow Patroclus to defeat. Individualization of education means that the soul of man will be given opportunity to assert itself and come into its own. It means that we shall not be lacking in Davids, undaunted and unafraid, strong in their own natures, worthy to cope with problems that cause the standardized man to stand dumb with terror, even as Saul and his host stood dumb in the valley of Elah, forty centuries ago.

The world needs more Davids, and Davids are not made by factory methods.

Mark Keppel gave a report on the retirement salary investigation commission which gave careful consideration to every phase of the teachers' retirement salaries. Other speakers were Andrew P. Hill on "School Planning"; W. H. Hanlon on

"The Codification Commission," and Doctor Anita Muhl, on "Special Education."

On Wednesday the County Superintendents had an interesting program. Blanche Reynolds presided, with Minerva Ferguson as secretary. Clarence Edwards spoke on "The Supervisory Program." Ada York gave an inspirational address on "Individual Instruction as a Method in Rural Schools." David Martin gave a characteristic Martinese address on "School Bulletins," and Lawrence Chenoweth on "The Use of New Types of Tests." Helen Heffernan, chief, division of rural education, State Department of Education, gave a report on the study: "The Status of Teachers in the One-Room Rural Schools of California." The report placed special emphasis on necessary changes for preparation required for certificates, more professional training, more units of credit, the abolishment of county examinations for certification, and higher standards in both teaching and administration. Miss Heffernan was very forceful in her presentation and earnest and sincere in presenting her educational program for one-room rural schools. Mrs. Katherine Cook, division of rural education, United States Bureau of Education, gave an address: "The Place of Supervision in the Superintendent's Program of Achievement." The City and District Superintendents were addressed in the hotel ballroom at the same time. Nicholas Ricciardi presided; A. L. Vincent, secretary. Addresses were given by Superintendent Hepner, Superintendent Hunter, Superintendent Roy Good, Superintendent Elmer E. Cave, and Doctor E. A. Lee.

Thursday, October 6, was the big day. The City and District Superintendents met in the hotel ballroom. Dewitt Montgomery presided, with F. V. Routt as secretary. Susan Dorsey, Charles E. Teach, H. R. Stoltz, C. C. Hughes, and H. W. Jones gave addresses. A symposium on "Curriculum Construction" was given by Susan Dorsey, Fred Hunter, Walter Hepner, J. F. West, Willard E. Givens, and Charles H. Camper, which completed the program.

The County Superintendents met in the breakfast room. R. E. Golway presided, with Edna Young as secretary. Robert L. Bird of San Luis Obispo spoke on "County Purchasing"; L. E. Chenoweth gave a short, simple, business-like plan of working under the new purchasing law. Superintendent Pope gave his experiences in Santa Barbara, and Superintendent E. J. Fitzgerald of Placer County explained how, under the law, he had called for bids, and that C. F. Weber & Co. was the lowest of seven bidders and that this firm had given excellent service and good quality of supplies. The symposium on "Equalization of School Funds," with C. Ray Holbrook as the leader of the discussion, was the most exciting debate of the convention. Those who took part were Dan White, Harry Bessac, C. S. Weaver, Ida Collins, James G. Force, Mark Keppel, and A. S. Pope. The cross fire was between Pope, Holbrook, Martin, and Mark Keppel.

Thursday afternoon, in the hotel ballroom, David E. Martin, Joseph E. Hancock, Walter E. Morgan, A. N. Wheelock, Paul D. Henderson, Sam H. Cohn, and James B. Davidson were on the program.

Friday morning, A. N. Wheelock presided, with Edna Stangland as secretary. Superintendent William John Cooper spoke with his usual clearness and definiteness on "Education of the Deaf," "Secondary Schools," and "Classification of School Districts." Superintendent Hunter gave an account of California curriculum commissions and placed special emphasis on the desire to have all the teachers cooperate in building up a core curriculum. A. G. Elmore led the general discussion. W. L. Stephens explained the score card for textbooks, and Pansy Abbott spoke briefly but interestingly and effectually of the possible use of the score cards by county boards. Bruce Painter spoke "In Memoriam — Archibald B. Anderson." There was a brief business session and adjournment.

Notes

WEDNESDAY evening in the ballroom of the hotel, Doctor Owen C. McCoy gave an illustrated talk on some phases of California history which was greatly enjoyed, and Merton E. Hill gave

"An Aspect of the Migratory School," which was very instructive.

THE HOTEL DEL CORONADO as a convention hotel was exceedingly popular with every member of the convention. The environment of mountain, bay, sea, and land; the beautiful grounds and patio; the reception halls, the ballrooms, and social meeting places; the dining-room and apartments are such as to make a strong appeal and Mel S. Wright, the manager, with the coöperation of his assistants, certainly contributed to the happiness of the guests.

THE BALL on Monday evening was a pleasant feature of the convention. Superintendent William John Cooper and Mrs. Cooper were the host and hostess and Superintendent Givens, Mr. and Mrs. Angier, Mr. and Mrs. Tilton, Mr. and Mrs. Cutler, and Miss York were on the hospitality committee. There was fine music and dancing each evening of the convention.

J. G. IMEL, Assistant Superintendent of San Diego county schools, had charge of rural exhibits and had an interesting display of creative work from some of the rural schools of San Diego County.

SUPERINTENDENT GIVENS took several parties to Mexico—to see the Mexican schools at Tia Juana. The comparison with our schools was of much interest.

AMONG the notable visitors to the convention were Stanley B. Wilson, formerly of the State Board of Education; Arthur Chamberlain; Mrs. Bryant, formerly of the State Board of Education; Mr. Lack, Louise Clark, both of the California Taxpayers Association; O. K. Brown of the new *Teachers Magazine* of Northern California; J. W. Fricke, chairman of the crippled children committee of the Rotary Club and president of C. F. Weber & Co.; Roy Cloud, executive secretary of the California Teachers Association; S. M. Chaney, placement secretary of the C. T. A.; Mrs. May Dexter Henshall, of the State Library work; Horace Rebok, editor of *California Quarterly*; Vaughan MacCaughey, editor *Sierra Educational News*, and Earle Chandler of the California School Book Depository. Alice Rose Power, principal of the Washington Irving School and a member of the San Francisco Board of Education, was sent by the board as a delegate to the convention.

THE MEMBERS of the convention contributed several hundred dollars for a set of solid silverware for Honorable Will C. Wood, and Mark Keppel, on behalf of the convention, made a very graceful speech in presenting the gift. Both Mr. Wood and Mrs. Wood were highly pleased with this tangible expression of good will.

THE Association of California Public School Superintendents was formed. A constitution was adopted and officers elected in accordance with the committee report, of which committee A. R. Clifton was chairman; Lawrence E. Chenoweth, president; George C. Bush, vice president; F. F. Martin, treasurer; Ada York, secretary; Mark Keppel, chairman legislative committee. Eighty-five of the Superintendents paid their dues and were voting members at the convention.

COLLEGE COURSE ON RADIO

RADIO is to act as a general stimulus to a correspondence course on "Mental Measurements" now being offered by the University of California's extension division. Classes began October 6 and will continue for fifteen weeks. Doctor Virgil E. Dickson, lecturer on education, is supplementing this course by a series of radio talks over KGO. These weekly talks are given under the auspices of the extension division.

The course is approved by the California State Board of Education. It contributes towards a teacher's credential and yields two units of university credits.

PACIFIC Foreign Trade and Travel Exposition will be held in San Francisco, November 11-20. William John Cooper and other school officials are on the education committee. The exposition will be held in the Civic Auditorium.

RURAL SUPERVISION COMES INTO ITS OWN

By MORRIS WAGNER

WITH a newly created bureau of rural education in the state of California; with Miss Helen Heffernan appointed as its chief; with an official summoning of the rural supervisors to a state conference in connection with the Superintendents' convention at Coronado, and with forty-nine counties out of fifty-eight represented—surely rural supervision has come into its own!

There is a long list of people through the state who have worked unceasingly in small groups for the purpose of finding better ways of bringing to the rural teacher and the rural child the best that there is in modern educational methods.

From one of the strongest of these groups comes the new chief of the bureau of rural education, Miss Helen Heffernan, with an experience behind her which includes primary, elementary grade, and high-school teaching, an elementary principalship, and several years of rural supervision, and she comes with her heart in rural supervision as the means of accomplishing increasingly fine things for California's rural schools.

A new impetus and a surer footing has been given to the rural supervisors in this official recognition of their organization and the value of their work, which the calling of this conference at Coronado and the coöperation of the Superintendents makes manifest.

The program for the conference was a splendid one, arranged for lecture and discussion of every phase of special and general supervision.

One of the most interesting features of the program was the presence of Mrs. Katherine Cook, chief, division of rural education, United States Bureau of Education. It was through the coöperation of several of the County Superintendents, together with the Rural Supervisors Association, that Miss Heffernan was able to invite her to come to California. Mrs. Cook gave very interesting and helpful lectures, and in conference with the supervisors she challenged their best thinking. Later Mrs. Cook is to meet with some of the local institute groups in various parts of the state.

Many of the state people gave forceful and interesting lectures. William John Cooper, State Superintendent of Public Instruction, discussed in his clear and scholarly style, rural education and the betterment of rural conditions through that education.

Doctor Harvey L. Eby, professor of rural education, University of California at Los Angeles, outlined a carefully prepared and well-thought-out program on rural education. Doctor Eby has been heart and soul in this work and has been an inspiration and help to rural education all along the line.

Miss Winifred Van Hagen, chief, bureau of physical education for girls, gave an interesting and constructive talk on physical education and the health program. The recess periods of the convention were turned over to her and served to demonstrate to the supervisors by actual experience what a godsend a little organized fun and play is after using one's brain to capacity limit. A small and envious group of Superintendents, who had just stood up and talked some more and then sat down for their recess, gathered at the door to watch the fun. The opinion was expressed that if there is any supervisor who has slighted physical education on her program or begrudged it the time she has had to give to it, she will have had a change of heart on the subject after this conference.

Miss Mary Davis of the bureau of child hygiene discussed health supervision and medical inspection in the schools.

Miss Ruth Hay of the Chaffey Union High School spoke on health education in relation to the Americanization problem. She had some remarkably interesting developments to show among foreign children and their families. It was gratifying to see such a large part of the program devoted to this basically important subject of health.

In other fields of special supervision, Mrs. Lillian Hill, supervisor of attendance, Alameda County, discussed the rural supervisor of attendance as a social worker.

Miss Katherine Morrison, art supervisor of San Diego County, spoke on art education and the rural child, and during the visit to several of the San Diego county schools, planned for the supervisors, she gave an exceptionally fine demonstration lesson. Miss Morrison is a very gifted artist herself and has the ability to inspire the children to accomplish beautiful things.

Mrs. Ada Camp Giffen, music supervisor of Fresno County, discussed ideals and possible accomplishments in rural school music. Her talk was very good and she speaks with the authority of one who has accomplished remarkably fine work. The Fresno rural schools are outstanding in music.

Nature study and agriculture in the rural schools was discussed by E. E. Fraser, rural supervisor of those subjects in Fresno County. Mr. Fraser's talk was very carefully prepared and accompanied by some most interesting charts showing the good and bad insects of our California fields and gardens. In closing he told a fascinating story of the tarantula's life.

Julian McPhee, state supervisor of agriculture, in his talk on agriculture in the rural schools, stated that heretofore all of the state work had been confined to the secondary schools since it was done mostly through the Smith-Hughes Act which provided only for the secondary schools, but that from now on the state office would be able to take some part in the development of agriculture and nature study in the elementary schools.

In the subjects under general supervision, Miss Isabel Gilbert, rural supervisor of Riverside County, discussed a supervisory technic for the evaluation of geography lessons in which she offered both interesting and suggestive material.

Miss Lida McCoid, supervisor of reading, Fresno County, talked on the county program for the improvement of reading. She gave a definite, logical discussion of reading, from the receiving class through the upper grades, with a discussion of the value of the demonstration lesson for those teachers who must see to know.

Mrs. Lulu H. Moorhead, rural supervisor of Stanislaus County, in her talk advocated more literary appreciation, more oral reading to increase skill in public speaking. She also spoke of the necessity of increasing the speed in silent reading and of the use of flash cards and speed tests to accomplish this. In Stanislaus County the increased skill in silent reading resulted in increased ability in the use of the Thorndike arithmetics.

Miss Oba C. Algeo, supervisor of primary education of Fresno County, spoke on tests devised by her and used in the Fresno County schools to test the proficiency of the primary grade pupil in the vocabulary that has been presented to him. Miss Algeo has done an excellent piece of work in Fresno County in increasing the reading ability. The children are able to handle more difficult texts in the lower grades. Reading as a fundamental tool is mastered rapidly and early and Miss Algeo has the pleasure of seeing several years of hard work on her reading program bringing forth the most satisfactory results.

Miss Norma Pierce, rural supervisor of Santa Barbara County, gave some very helpful suggestions in the solving of problems of class instruction.

An evaluation of teacher training was discussed by Mrs. Evelyn Clement, chief, division of certification and teacher training.

Miss Vivian P. Evans, rural supervisor of Riverside County, discussed the very pertinent subject of launching the newly certificated teacher.

Mrs. O. Mae Willett, rural supervisor of San Luis Obispo County, discussed teachers' conferences in the supervisory program. Mrs. Willett gave some excellent suggestions for conference work.

H. B. White, rural supervisor of Amador County, discussed a plan of individual instruction which he is putting across in Amador County and in which he is finding splendid coöperation from the teachers.

Mrs. Estella B. Culp, Assistant Superintendent of Fresno County, talked on supervision of the mountain schools in Fresno County. The mountain schools are Mrs. Culp's particular care. By the rearrangement of programs and basing

them on individual instruction by the combining of subjects, and in one or two instances the achievement of consolidation of schools, she is accomplishing for the remote and poorly housed school of the mountain districts many of the educational advantages of the more thickly settled valley.

Miss Ada York, San Diego County Superintendent of Schools, and John Imel, her field assistant, were wonderful hosts and provided a delightful trip for the supervisors to several of the rural schools, including an excellent luncheon. It was at one of these schools, the Lakeview, that Miss Morrison's demonstration lesson in art was given and at another Miss Margaret Van Voorhees, the county supervisor of physical education, showed classes in organized play.

A business meeting of the California Rural Supervisors Association was called by Mrs. Ethel Saxon Ward, president of the association, for the election of officers and for such other business as needed transacting. Mrs. Ward is the rural supervisor of Shasta County and she is one of the foremost on that list of unceasing workers for the success of rural supervision. In her service as president of the association, there is due her not only the sincere appreciation of the members but tremendous credit for the firm constructive and tactful way in which she has guided the affairs of the association through her term of office, and has built it up into the live and working organization that it now is.

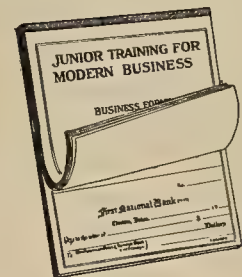
At the business meeting Miss Beulah Hartman, rural supervisor of San Bernardino County, was elected president, succeeding Mrs. Ward. Miss M. L. Richmond, rural supervisor of Butte County, was elected vice president, and Miss Jane Ward, rural supervisor of Sonoma County, was elected secretary-treasurer.

The officers elected are all experienced supervisors and an earnest group which should render the association a splendid service in the coming year under the able leadership of Miss Heffernan, backed by the official recognition of the state office, and the warm coöperation of the County Superintendents of Schools.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE HOTEL DEL CORONADO, Coronado Beach, was the meeting place of the annual convention of county, city, and district superintendents of California this October.

MEL S. WRIGHT, manager of the Hotel del Coronado, saw that every Superintendent had perfect accommodations. The general flavor of the convention took in the ease of the environment.

CORONADO—queen of the cities of California—was in perfect fettle: a balmy air, a blue ocean, Point Loma across the way, ships of war, airplanes, seaplanes, submarines. The Hotel del Coronado, aged by the suns of forty years, exquisite in quietness, exuding a flavor of calm welcome, the Hotel del Coronado Court, beautiful with palms and hibiscus, scarlet with giant Bougainville, as a place apart for meditation—such was the environment of the convention. And to make a perfect symphony, a mocking bird from a jasmine tree in the court, on Friday morning, in bright sunshine, sped the Superintendents homeward with beautiful song.

THE OUTSTANDING event of the recent state convention of city, county, and district superintendents of schools at Coronado was the formation of an association of public school superintendents of the state of California.

AS THE department of superintendence of the N. E. A. during the last few years has overshadowed the main section of the N. E. A., so this newly organized association of California School Superintendents is going to dominate in California school matters and legislation.

THE GREAT California Teachers Association, with the largest membership in the United States, will be in California like the main body of the N. E. A., full of tremendous power, but rather inactive with the real initiative in the hands of the supervisory group.

AS ALL the Superintendents are likewise members of the C. T. A., this new organization is rather a lesser body in size, but most capable of dominating any situation.

WILLIAM JOHN COOPER, director of education for the state of California, made evident in his first state convention of California Superintendents at Coronado, October 3 to 7, that his incumbency of the state office would see a scientific approach and attack on the pedagogical problems before the teaching forces of the state. Superintendent Cooper has outlined more progressive steps than have been before California Superintendents for several decades.

EDUCATION is to be treated as a corporate problem. The best that men have devised in business management of corporations is to be used in putting education on a modern business basis. As education is the biggest business of the state in the amount of money appropriated, Mr. Cooper is planning that this money should be allotted and spent according to best corporate practice in keeping with the most practical of late educational ideas.

THE rural supervisors' conference and California Rural Supervisors Association meeting, at Coronado, held under the direction of Miss Helen Heffernan, chief, division of rural education, was a meeting of great value. In heading up the activities of the rural supervisors and in getting unity of action, Miss Heffernan is going to accomplish, in a short period of

years, more for the rural school children of California than has been accomplished in many years in the past.

MISS HELEN HEFFERNAN, chief of the department of rural education, is showing her ability. Her energy and her power have won the attention of all with whom she has come in contact. Rural education in California is bound to feel the effects of a wholesome and thorough educational attack.

THE STACCATO rattle of the navy airplanes at target practice in the air above Hotel del Coronado was in keeping with the sharp-shooting at the Superintendents' convention. In a great state as California, there is due to be variance of opinion. Its outcropping kept the auditors awake. Finance, as is usually the case, was the matter at point. A. S. Pope, County Superintendent of Santa Barbara, set off the fireworks.

MARK KEPPEL, as ever, was in the midst of the furor. His able counseling was much needed.

FRED HUNTER of Oakland and Mrs. Susan Dorsey of Los Angeles, in any question of importance, molded opinion.

FRED HUNTER, Superintendent of Oakland city schools, is of federal caliber. If the time does come when there shall be a Secretary of Education in the cabinet of the President of the United States, Mr. Hunter would be California's choice.

THE CITIZENS of Coronado and San Diego were most hearty in their greetings to the visiting Superintendents. Their stay was made most enjoyable under the guidance of the committee on arrangements, consisting of Will Angier, secretary-business manager, San Diego city schools; J. Leslie Cutler, principal Coronado High School; J. G. Imel, Assistant Superintendent of San Diego county schools; Miss Beth Johnson, president San Diego Teachers Association; W. L. Nida, principal training school, San Diego Teachers College; W. F. Reyer, director music, San Diego High School; Pete W. Ross, principal Point Loma High School.

FRED A. BOYER, District Superintendent of the Coronado schools, had a wonderful school to show visiting Superintendents.

AT THE Coronado convention of Superintendents were assembled the largest number of bookmen ever together at one California educational meeting. Thirty companies were represented by forty-five bookmen. The Macmillan Company led the list with seven representatives. Ginn & Co. was second with four men in attendance.

BOOK PEOPLE present at the convention were as follows: Milton Bradley Company, L. Van Nostrand and H. H. Hall; Lyons & Carnahan, E. C. Dudley; University Publishing Company, R. H. Yankie; Laidlaw Brothers, R. E. Laidlaw; John C. Winston Company, W. C. Harper; Scribner's, W. O. Baker and S. M. Bevis; Sanborn, C. W. Roadman; Merrill, T. P. Horn; Scott-Foresman, C. F. Scott and A. H. Goddard; Silver, Burdette & Co., Fred I. Moore, John S. Osborn, and E. Ray Colvin; Allyn & Bacon, A. H. Morosco and R. C. Hamilton; World Book Company, Clyde Jones; F. A. Owen Company, Mrs. A. R. James; J. C. Merriman Company, Walter Clark; Row, Peterson Company, B. R. Morris; D. C. Heath, E. W. Harvey; American Book Company, Leroy E. Armstrong; Gregg Publishing Company, Mrs. Frances E. Raymond and Miss Elizabeth Starbuck Adams; Houghton-Mifflin Company, A. K. Allen and Ray Loomis; B. J. Wylie Company, B. J. Wylie;

Rand, McNally, G. F. Barnes, J. L. Neff, and Ralph Works; Ginn & Co., Selden Smith, H. A. Linscott, J. O. Tuttle, and Carroll D. King; The Macmillan Company, T. C. Morehouse, F. E. Cobler, J. H. Beers, G. E. Crowley, C. E. Cave, J. A. Ellsworth, and L. L. Walker; Harr Wagner Publishing Company, representing Blakiston, Putnam, Wheeler, McIndoo, Pioneer Press, American Viewpoint Society, and Follett Publishing Company, Harr Wagner, Miss Morris Wagner, and W. M. Culp.

AMONG THE OTHERS who cooperate in furnishing schools with useful equipment were: J. W. Fricke, Sr., and J. W. Fricke, Jr., of C. F. Weber & Co.; Lloyd Wagner, Dixon pencils; Mr. Beckley, Nystrom maps; H. Smith, flag book and charts; Mr. Jones of Alhambra, aids for teachers; F. W. Corson, American Crayon Company; Miss Spencer, rhythmic penmanship; Mr. McCoy, classroom teacher books.

SIXTEEN WIVES of bookmen were at the Coronado meeting and had a most enjoyable time. Those present were Mesdames W. C. Harper, A. K. Allen, Leroy E. Armstrong, E. W. Harvey, Clyde Jones, W. O. Baker, R. C. Hamilton, John S. Osborn, E. Ray Colvin, C. W. Roadman, F. E. Cobler, Selden Smith, L. Van Nostrand, E. C. Dudley, R. H. Yankie, R. E. Laidlaw, and W. M. Culp.

G. F. BARNES of Rand, McNally & Co., who for several years has been in charge of the Pacific Northwest for his company, has been placed in charge of the education department of Rand, McNally & Co. for the Pacific Coast. A. A. Belford, general manager for Rand, McNally & Co., has just created a Western educational division.

L. L. WALKER, Nevada University, '26, was the youngest bookman at Coronado. Mr. Walker has just entered the book game with the Macmillan Company.

IN OUR HASTE in leaving Coronado, the last day of the convention, we became acquainted with Mr. Griffith, a motorcycle cop. We compliment Mr. Griffith on his courtesy in reprimanding us for our hurry in getting to the ferry. We assure him that we should like to be a permanent resident of Coronado, and that it was no dissatisfaction with Hotel del Coronado that we were leaving so rapidly. We hope that in the future we shall not be in haste, and that, if we unconsciously are, the traffic officer will be as gentlemanly as Mr. Griffith. We are taking Mr. Griffith's compliments to Harry Gleason, head of the traffic division of the San Francisco police.

AMONG THE YOUNGER group of school men at the Coronado convention who stood out in lobby and convention talk were Homer F. Aker of Holtville, D. C. Weage of Clovis, Clarence A. Brittell of Hollister, Glen D. Wight of Corona, and M. A. Gainer of Anaheim.

WE LIKED the way in which Walter R. Hepner, Superintendent of Fresno city schools, read his paper on "The Value of a Community Vocational Survey." It is a rare treat in this modern era to find a person who can read well.

DOCTOR W. W. KEMP, dean of the School of Education of the University of California; A. G. Clement, Superintendent of Redlands schools; George W. Hall, Superintendent of San Mateo, and W. L. Stuckey, Superintendent of Huntington Park, were among the favored few who were taken up in the huge navy hydroplanes at the North Island Naval Base.

MISS EDNA M. STANGLAND, the efficient secretary of the director of education for California, was an interested visitor at the Mexican school in Tia Juana.



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NEWS AND COMMENTS

By HARR WAGNER

THE PUBLIC paid over two million dollars to see a prize fight. The same public will criticize the increase in teachers' salaries, the cost of books, and other service requirements that benefit a people. The historian, one thousand years from now, will write contemptuously of the twentieth century people of the United States, a prize-fighting, capitalistic nation, just as the modern historian writes of the days of the Roman gladiators.

THOMPSON, the new Mayor of Chicago, has eliminated the Superintendent of Schools, McAndrews, on the ground that he is pro-English. The charge is ridiculous. There are a bunch of bigots who object to certain textbooks in history, claiming they are pro-English. The Anglo-Saxon race is one in spirit and it is hardly constructive criticism to condemn a whole book on a garbled extract. The *Milwaukee Journal*, in an editorial, says:

You can find in the Bible the words, "There is no God," but you will find them preceded by the words, "The fool hath said in his heart."

Chicago is in for a bad time; it has voted for it and will be very sick before it is through. Other cities must expect that tricks the Thompson crew uses will be imitated if they seem to be successful. Already America has had a headache with everyone from Bill Thompson to the American Legion wanting to write its histories. Before we make a holiday of butchering men who have given their lives to the study and writing of history, we shall do well to ask who and of what sort their critics are.

WE DESIRE to stress the fact that good politics and good schools are in harmony, and Doctor Winship of the *Journal of Education* is doing a good work when he gives publicity to Doctor Snedden's statement. It is the weak, false, nasty, selfish, ignorant, prejudiced, bigoted, narrow, inefficient politics that should be condemned. Educational and political leadership, based on high ethical standards, should be encouraged.

Professor David Snedden of the department of education, Teachers College, Columbia University, recently said it was unnecessary to separate schools and politics completely, as schools and politics were naturally and properly closely affiliated. If there is anything that belongs in politics it is the school, he declared. He added that it is the "nasty quality of politics" that must be kept from education.

JAMES ROLPH, JR., is a candidate for reelection for Mayor of San Francisco, Cal. Under his leadership, San Francisco has become known as one of the most progressive cities in the United States. "Build With Rolph" is his campaign slogan. It is remarkable that for sixteen years, during the time Rolph has been Mayor, the administration has been free from ordinary municipal scandals. The people who ride on the municipal car lines, fare five cents, or drive on the well-improved city

streets, or who are interested in the development of Peninsula boulevards and the industrial progress, should vote for Rolph.

The teachers who have received large salary increases, who have been provided with a city retirement law, and who are benefited by a Mayor who is always sympathetic with measures that tend for the best education of the children, should vote for him. Mayor Rolph, Jr., on account of his genial personality, his loyalty, his integrity, his efficiency, should be re-elected.

THE SAN FRANCISCO League of American Pen Women, of which Mrs. Frederick H. Colburn is the president, gave an afternoon to the life and times of "A Man Unafraid," John Charles Frémont. Gertrude Atherton, the novelist, author of "The Immortal Marriage," and Edna Robinson Aiken, a successful novelist, whose books are published by Dodd, Mead & Co., were among the guests. Mrs. Frederick H. Colburn introduced James D. Phelan, who made a remarkable historical address on Frémont. He interpreted the life and times from source material and showed clearly the prejudice that existed in the minds of Eldridge, Bancroft, and Royce, and other Pacific Coast historians. Mr. Phelan is an ardent advocate and clearly shows that Frémont is entitled to be in the "Hall of the Immortals" at Washington, D. C. Harr Wagner also spoke on Frémont, giving an account of the personal adventures and heroic side of his life. The San Francisco branch of Pen Women of America, through the courtesy of James D. Phelan, is offering a prize of \$1000 for the best historical essay on "California Achievements," 1850 to the present time.

ANTELOPE VALLEY JOINT UNION HIGH SCHOOL

A 24-PAGE bulletin has been issued by the Antelope Valley Joint Union High School, Lancaster, where Maurice H. Rowell is principal. The bulletin contains an excellent and comprehensive account of the high school and its activities, work, courses of study, and includes a map of the territory which the high school serves, photographs, and charts.

The Antelope Valley Joint Union High School serves an unusually large territory. The district includes in its boundaries almost the north half of Los Angeles County and over one thousand square miles in southeast Kern County. There are thirty-six elementary school districts in the Antelope Valley Joint Union High School District. It is one of the largest high school districts ever organized and the demands upon the school as an educational, social, and civic center are correspondingly great. It has a faculty of twenty-three teachers, not including the principal, and some of the fleet of busses that transport the students to and from school come a distance of thirty-eight miles. Drivers in each case live at the end of the line and work at the school during the day. Pupils living over two miles off the main route may be allowed compensation for private transportation.

In explaining the curriculum in the school, the bulletin states:

The curriculum of the school includes courses of study preparing for college entrance with a wide range of elective subjects for vocational and cultural training. The courses are so organized that when a student has graduated with his high school education in hand he has gained a considerable amount of knowledge and training on some particular line which will be of practical value as a means of earning a livelihood. He may have learned a trade as carpenter, or cabinet worker, or machinist, or learned to be a competent stenographer and bookkeeper, a scientific agriculturist, a proficient cook and home manager, and also have attained cultural accomplishments in music, literature, and art. In the required physical education courses the student learns the value of physical fitness and the means thereto.

EUGENE FOSTER has been elected Superintendent of Schools of North Sacramento. Mr. Foster has, for the last four years, been principal of the Shafter Grammar School. At North Sacramento Mr. Foster will have charge of four schools and twelve hundred children.

STATE CHAIRMAN URGES OBSERVATION

EDUCATORS and all citizens in California are urged to pay special attention to the meaning of American Education Week, November 7-13, by T. W. McManus, chairman of the Americanization Commission of the California department of the American Legion. Every school superintendent and teacher is being asked to assist in proper observation of Americanization Week.

The purpose of Americanization Week, as told by McManus, is "to acquaint the public with the actual work of the schools, with their ideals, their achievements, and their needs." Special programs are to be prepared by the schools, and parents are invited to visit and study what is being done.

In order to make the week most effective, it is suggested by the American Legion that these be the objectives stressed: Sound health; worthy home membership; mastery of the tools, technics, and spirit of learning; faithful citizenship; vocational effectiveness; wise use of leisure; ethical character. The schedule planned for Americanization Week follows:

- Monday, November 7, Health Day.
- Tuesday, November 8, Home and School Day.
- Wednesday, November 9, Know Your School Day.
- Thursday, November 10, School Opportunity Day.
- Friday, November 11, Armistice Day.
- Saturday, November 12, Community Day.
- Sunday, November 13, For God and Country Day.

NEW PHOENIX HOME OF C. F. WEBER & CO.

C. F. WEBER & Co. have recently had constructed for the use of their Phoenix, Ariz., branch office a new building, the front of which is shown in the accompanying picture. It is 50 feet in width by 150 feet in depth. The front is plate glass, pressed brick and tile, with pitched roof. It is one story in height, but so constructed that additional stories may be added as required.

The building was erected next door to the former location on West Washington Street and was ready for occupancy July 1. It will accommodate liberal stocks of their various



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lines of school furniture, school supplies, theater and church seating, and office furniture.

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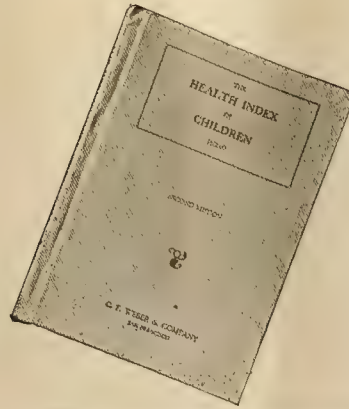
C. J. DU FOUR, former Superintendent of Schools of Alameda for eleven and one-half years, has been attending the University of California the last two years studying under Doctor H. E. Bolton for his doctor's degree. Mr. Du Four received his doctor's degree in history this spring, and has accepted a position as assistant professor of history at the San Diego State Teachers College for the coming year.

WILLIAM P. DUNLEVY of the mathematics department of the San Diego High School has been appointed to the San Diego County Board of Education.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

THE ALCOTT PRIMARY SCHOOL, which will accommodate the first four grades, has been completed in Pomona and is ready for occupancy. Miss Flora Cross is principal of the school. This is the newest addition to Pomona's seven elementary schools, and Emmett Clark, Superintendent of Pomona schools, believes it will be sufficient for the time being. If it is not, upper grades will be organized in the new school, which has six classrooms. The Pacific Gas Radiator Company installed two gas heaters in each room.

VOCATIONAL and industrial courses are being stressed in the schools in Fresno. L. W. Stockwell is vocational director, and new members have been appointed to the faculty conducting the classes.

A NEW grammar school is to be built at Applegate, near Auburn, Cal., and it is expected the building will be ready for occupancy about the first of the year. A kindergarten is to be begun in Auburn in the near future and a special tax has been levied for this. County Superintendent of Schools Portia Moss recommended the plan after a petition, signed by a number of parents, had been submitted.

A BOND ISSUE of \$23,000 was recently voted upon at Aptos, near Watsonville, and the money is to be spent on a new school, plans for which have already been drawn.

MRS. ROWENA M. NORTON, Superintendent of Schools of Yolo County, has announced that Homer M. Cornick, principal of the schools of Davis, will head the educational board this year, taking the place of the former principal of the Woodland High School, William H. Hyman.

ELEVEN more teachers and two new buildings were added to the Bell school system, Los Angeles city school system, at the opening

session in September. The Bell High School District serves the Bell, Maywood, and Cudahy districts. Claude L. Reeves is the principal of the Bell High School. Books costing \$2000 were added to the library during the summer. This is the first term that Bell has started its four-year high school course under the Los Angeles city school system.

THE NEW HIGH SCHOOL at Beverly Hills is now opened and has approximately four hundred pupils in attendance. Principal Wadsworth plans to have a formal opening of the school when the building and grounds are all completed.

DOCTOR A. M. HENDERSON, president of the Sacramento City Board of Education, makes a number of recommendations for the improvement of the school system in an article in the school paper, *School Progress*, issue of September 12. He advocates cutting vacations and running the schools on the four-quarter plan. He also advocates more health work and keeping the public informed as to school expenditures. The paper includes many interesting articles, among which is one by the new high school principal, George C. Jensen.

FIVE NEW TEACHERS were employed this summer to teach in the South San Francisco High School.

THE NEW \$95,000 gymnasium, which has a seating capacity of more than one thousand, is now being occupied in Bakersfield, where C. E. Teach is Superintendent of Schools, and H. A. Spindt is principal of the high school. This gymnasium is for boys and another building is being remodeled for the girls.

A SPECIAL improvement tax for schools has been voted in Santa Cruz, where Karl Adams is Superintendent. This insures the school fund on hand for supplies from being used for any other purpose.

A. BUTHENUTH, newly appointed principal of the Watsonville Grammar School, and two new teachers, were entertained by other teachers of the school soon after the opening session. The school trustees were the guests of honor.

THE HIGH SCHOOLS and five grammar schools in Monrovia, where H. R. Clifton is Superintendent, were improved and renovated this summer, and in the case of the high school an additional building costing \$7600 was constructed.

A NEW MUSIC ROOM and garage will be added to the Central Union High School, near Fresno, in the near future. Another bus has been added to the system and this raises to eight the number of busses that transport pupils to and from school.

A BOND ISSUE of \$60,000 for a new school building is being discussed in the Chualar School District, near Salinas. The increase in attendance makes the present quarters too crowded, it is reported.

A TWENTY-ROOM brick school building, to be erected at a cost of \$110,000, will soon be begun on Victory Boulevard, Los Angeles. The school sessions in that district are now being conducted in bungalows. It is expected that the new building will be ready for occupancy for the 1928-1929 term.

EDWIN KENT, JR., formerly vice principal of the high school at Healdsburg, is now principal, succeeding E. R. Morehead, resigned.

GEORGE C. BUSH, Superintendent of the schools of South Pasadena, is acquiring more land for future school development. When transactions are completed, ten acres of land in San Marino District will be available for a junior college.

THE PLACE and purpose of adult education will be worked out under the auspices of the Tulare Union High School, under the direction of Doctor Hubert Phillips of the Fresno State College, in the next six weeks. The State Department of Education is cooperating in making this series possible in San Joaquin Valley communities.

EL CENTRO schools, Imperial Valley, where B. M. Grawell is Superintendent, opened with an attendance of 988 pupils, and this number was expected to grow over the thousand mark within the week. The school

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buildings were renovated and improved during the summer. Special provision has been made this year for the assistance of backward children and a dramatic teacher has been employed to aid children to acquire a knowledge of speaking in public and in taking part in various activities of community interest.

BELIEVING that land should be bought while it is still being sold at a reasonable price, Walter L. Bachrodt, Superintendent of the schools of San Jose, and the Board of Education have purchased a six-acre site in the northeastern part of San Jose. The land will be held for future school needs.

A NEW gymnasium for boys is to be erected at the Broadway High School, Glendale. The contract price is \$57,985.

THE NEW \$149,725 grammar school building in Mountain View is to be completed 150 days after the work has begun, according to the contract. Work is to begin almost immediately.

A SURVEY of the schools of Watsonville by Professors Hart and Peterson of the University of California is expected to point toward an ultimate goal which will be desirable for the Watsonville schools to attain in the future. The first recommendation made by the professors to Superintendent Thomas S. MacQuiddy and the school board concerns elementary school housing. Action is to be taken accordingly toward provision for three kindergarten units, and the housing of approximately nine hundred children in grades one to six. One school site is to be offered for sale, and a bond issue for proper facilities is to be urged before future recommendations can be made and executed.

THE NEW high school at Westwood, Lassen County, opened its doors for the first time for class session on September 15. Robert E. Cralle is the principal.

CONSTRUCTION of one unit of a new school building to take the place of the Lincoln School, Sacramento, has already begun. The sum of \$75,000 is now available. The former building was burned.

MORE THAN two hundred educators from all parts of California attended the meeting in Fresno recently called by State Superintendent William John Cooper to discuss technical points of part-time education. Discussion centered on the outlining of a program of part-time education which will fit the needs of all young people in California between the ages of twelve and twenty.

ABOUT one hundred students have registered at the new junior college, Glendale.

CIVIL SERVICE EXAMINATION

THE United States Civil Service Commission announces the following open competitive examinations: Teacher of agriculture, \$1860; assistant teacher of agriculture, \$1740; junior teacher of agriculture, \$1620.

Applications for these positions must be on file with the Civil Service Commission at Washington, D. C., not later than November 12. The date for assembling of competitors will be stated on their admission cards, and will be about ten days after the close of receipt of applications.

The examinations are to fill vacancies in the Indian Field Service, and in positions requiring similar qualifications. Full information may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of United States civil service examiners at the postoffice or custom-house in any city.

MONOGRAPH STUDY COURSES

FOUR recently completed monographs, each of which in short constitutes a complete course of study and tests along its particular line, are now being used for the first time in the Glendale elementary and intermediate schools, it has been announced by Normal R. Whytock, director of research for the school department. These monographs cover arithmetic, language, arts, reading, and literature. They are the work of Doctor Martin J. Stormzand, professor of education of Occidental College, who was employed last year to revise the curriculum of the Glendale schools.

Doctor Stormzand is the author, with Edith King and Lena Ely, of "Study Guide for Problems in American History," published by the Harr Wagner Publishing Company, and widely used in the schools.

NEW CRAM SCHOOL MAPS

EDUCATORS generally have been very much interested in the announcement of eight new series of school maps by the George F. Cram Company, now located in Indianapolis. For over sixty years, at its former location in Chicago, the Cram Company has been identified with the publication of maps and atlases which have been accepted as authoritative.

These new series of maps, which are manufactured complete in the Cram Company's own plant, are published under the following titles:

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- Cram's Modern Series
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By C. L. Thiele, Supervisor of Exact Sciences, Detroit Public Schools; Irene Sauble, Assistant Superintendent of Exact Sciences, Detroit Public Schools; and Nettie Oglesby, Second Grade Critic Teacher, Roosevelt Elementary School, Detroit Teachers College. Illustrated by Margaret Iannelli, Iannelli Studios, Park Ridge, Illinois.

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Introduction by Edward Lee Thorndike

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County Library Organizer, California State Library

Library Exhibits at State Fair

DURING the California State Fair, September 3-10, the state library exhibited in the Agricultural Pavilion two electrically lighted maps on a canvas 18x48 feet stretching across the north end of the building. This map had been on exhibition at the Sesquiennial Exposition in Philadelphia, during 1926. At the left of the canvas is a large map of California. It shows the counties organized for county library service colored in yellow, with each one designated by electric lights that blinked on and off and attracted attention from the thousands of visitors.

The 4121 county library branches of the state were shown as white dots, with white lines extending from each branch to the county seats of the respective counties, indicating the headquarters from which books are obtained. From each county broad white lines came to a common center at the state library, showing that over a quarter of a million specialized books are available through county, city, and town libraries to the residents of all sections of the state.

At the right of the canvas is a map of Sacramento County. By means of stars of varied hue and flashing lights the different types of county library branches were shown. Blue stars indicated community branches;

red stars, school branches; a green star, the state prison branch; black dots, hospital and jail branches; white star, headquarters of county library. A flashing line of small white lights stretching from headquarters to the remotest extremity of the river sector of the county told the story of county library service that is given constantly to community and school branches from the central library at the county seat.

A crimson light for the Sacramento City Library and a golden light for the state library visualized the completeness of library service in the capital city and county.

The large caption on the canvas is "California Library System. Books for Everybody Through County Libraries, City Libraries, State Library." Concise statements showed the extent of the service given by the county and city libraries and the cost during the year 1925.

Because California had been selected by the American Library Association as the outstanding state in the Union for the completeness of its library service, and for the widespread publicity that would be given to Sacramento County, the board of directors of the Sacramento Chamber of Commerce voted \$1400 to cover the cost of the map for the Sesquiennial Exposition.

The state library also maintained a small booth in the Agricultural Building, with an attendant in charge. The walls were adorned with Medici and other colored prints suggestive of the large picture collection in the state library. It attracted much attention from teachers and others who were unaware of the existence of the collection and of its availability to state library borrowers.

A few books for the blind were a never-ending source of interest to "seeing people" who did not know that the state library maintains a department for the blind, has on its staff two teachers of the blind, has a collection of over twenty thousand books for sightless people, and serves over two thousand blind people.

Volumes suggestive of the type of books in the state library gave many opportunities to tell the public that this state institution does not loan fiction or children's books, but supplements the needs of other California libraries from its large collection of nonfiction and gives individual service where people are not near any library.

Colonel Charles A. Lindbergh's book "We," displayed in a prominent place, seemed to possess the magnetic qualities of its author and drew young and old into the booth. Its power to draw people to it was in accord with Governor C. C. Young's tribute to this youth-

Gregg Shorthand Wins Again

In the National Shorthand Reporters' Association Speed Contest, held in San Antonio, Texas, on August 16, Mr. Martin J. Dupraw won permanent possession of the World's Championship Trophy, by winning the contest for the third successive time.

TABULATION OF RESULTS

	Errors at 220 Words a Minute	Errors at 260 Words a Minute	Errors at 280 Words a Minute
Martin J. Dupraw....	7	40	12
Charles Lee Swem...	20	*..	10
Nathan Behrin	34	*..	22

*Did not qualify on this test.

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282 Words a Minute (Court Testimony)	Charles Lee Swem	accuracy 99.29%
260 Words a Minute (Jury Charge)	Martin J. Dupraw	accuracy 99.69%
220 Words a Minute (Literary Matter)	Martin J. Dupraw	accuracy 99.81% (Held jointly with two others)
215 Words a Minute (Literary Matter)	Albert Schneider	accuracy 98.32%
200 Words a Minute (Literary Matter)	Charles Lee Swem	accuracy 99.50% (Tied with one other)
Average accuracy, 99.29%		

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ful hero and the nation he represents made while Colonel Lindbergh was in Sacramento, "I do not fear for a nation that adopts Colonel Charles A. Lindbergh as its hero."

Another feature of the state library exhibit consisted of two cases of beautifully printed books from California presses. The American Institute of Graphic Arts in its last selection of the fifty best-printed books of the year included six from California, and one of these six received the gold medal award. These books were displayed in one case, while other books from the same and some other printers occupied the second case. The presses represented were The Grabhorn Press, Johnck, Kibbee & Co., John Henry Nash, Thomas C. Russell, Taylor & Taylor, and The Windsor Press. Fine printing is receiving much attention at present, and interest in these two cases was unusually good for so special an exhibit. An interesting piece of news that came to the state library during this display was that a pressmen's club is being formed in Sacramento, the members being interested in experimenting in the field of beautiful printing.

Incorporated into the Solano County exhibit was a most unusual and attractive exhibit from the Solano County Library. A miniature building showing the proposed new offices for the county library, farm adviser, horticultural commissioner, home demonstration agent, and music supervisor caused much comment that was gratifying to the officers in need of new quarters.

A small but exceptionally fine relief map of Solano County was dotted with tiny houses capped with infinitesimal flags, making a delightfully cheery picture of community and school library branches of the county library. The people served through these branches have access to its resources, consisting of 69,403 books, 1406 music records, 6735 stereographs, 110 picture rolls, 181 slides, 383 maps, 188 globes, and 62 charts.

Contra Costa County also gave a prominent place in its exhibit to the county library.

A large map showed 108 distributing points for books and other material from the Contra Costa County Library. The forty-four community branches were marked with blue stars, the fifty-seven school branches with flags, the four high school branches with red stars, and the branches for three Americanization classes with the American eagle.

A splendid display of photographs showing the excellent housing of the community branches spoke volumes for the esteem in which the county library is held and the civic pride of the various communities.

Notes

IN MODESTO on September 19 ground was broken for the new McHenry Library unit, to cost \$25,000. It will be completed in three months and will make the library twice its present size.

MISS MURIEL WRIGHT, county librarian of Marin County, was one of the speakers on the program of the Marin County School Trustees' convention which met in San Rafael on September 21. Much interest was shown by the trustees in the county library plan for service to schools. Eleven schools have already joined the Marin County Library.

MARIPOSA COUNTY has renewed its contract for county library service from the Merced County Library. Much satisfaction has been expressed by the Board of Supervisors of Mariposa County with the library service extended to the people of the county.

SIERRA COUNTY has renewed its contract with the Plumas County Library. Both Sierra and Mariposa counties have demonstrated that counties with small assessed valuation can be served advantageously by entering into a contract with an adjoining county having a county library.

MERCED and Madera counties held a joint county fair at Chowehilla in September. A joint county library exhibit was made by the librarians of the two counties.

THE NAPA COUNTY Free Library exhibited a unique book house at the county fair. The roof was made of book covers and the sides of the house covered with book jackets. Within the house was a display of foreign dolls also; a Spanish galleon made by Richard Curnow of the Elks Scout Troop from directions obtained from a Napa County Library book. Near the house was a large map showing the location of the county library branches.

AFTER spending the summer in Chicago attending a summer institute for instructors in library science, Miss Marion Horton, principal of the library school of the Los Angeles Public Library, has returned to take up the work of the local school, which opened September 19 with a capacity class of thirty-five students.

MISS FAITH E. SMITH has been appointed principal of the new department of religion and philosophy of the Los Angeles Public Library. Miss Smith was in Berkeley for three years, where she organized the Lange Library of Education for the University of California.

DURING the Siskiyou County teachers' institute held at Dunsuir in September, the county library had a display of the books on the county course of study. The county librarian, Miss Ellen Frink, spent one day at the institute. Miss Emma Revell, head of the school department of the county library, was present during the entire session. The teachers had an opportunity to examine any books with which they were not familiar and to leave requests for books needed at once.

THE GIANT FOREST branch of the Tulare County Free Library was used during the season—July and August—by residents of every state in the Union, according to the registration book. Over twenty-six hundred books were read. The summer residents of Giant Forest and the library



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officials appreciate the building, which was donated for library purposes by the government. MISS LOUISE WHEELER, recently temporary assistant in the Plumas County Library, is now employed in the reference department of the college library of the University of Oregon. Miss Wheeler is a graduate of the School of Librarianship, University of California.

MISS NELLE BRANCH, librarian at the University Farm at Davis, left in August with a party of eight friends for a trip around the world. M. K. W. Heicher of the San Anselmo Seminary is in charge of the party. While in Rome Miss Branch will visit the library of the International Institute of Agriculture.

A LINCOLN LIBRARY fund, which will ultimately provide the Santa Barbara State Teachers College with a library of three thousand books on Abraham Lincoln's life and the historical period with which he was connected, was made to the Santa Barbara College recently by Mr. and Mrs. William Wyles of Santa Barbara.

MISS CONSTANCE ROURKE, a writer of note and the author of a recent book, "Trumpets of Jubilee," spent a week in Sonora this summer collecting material to be featured in a book she is writing on the early theaters of California. Sonora and Columbia maintained fine theater buildings in the early days, and practically all the leading stage artists appeared before the footlights of these towns of the days of '49. While in Tuolumne County Miss Rourke made the county library her headquarters. Previous to her visit to Sonora Miss Rourke had devoted much time to research work in the state library at Sacramento.

VOCATIONAL PAMPHLET BY RICCIARDI

"JOINING Hands to Produce Efficient Workers" is the title of a pamphlet by Nicholas Ricciardi, State Commissioner of Vocational Education in California. The work is a re-

print from the *American Federation*. Every teacher and parent will find the subject of vocations and training, as discussed by Mr. Ricciardi, of great value. It is thought-producing, practical, and suggestive. The fundamental units of vocational education, as listed by the author, are the *how, why, and what* of the job. A criterion for measuring is given.

W. H. HANLON, Contra Costa County Superintendent of Schools, has been appointed by Governor C. C. Young one of the five members who will comprise the California School Law Code Commission. The other members of the commission are State Superintendent William John Cooper, Attorney General U. S. Webb, Los Angeles City Superintendent of Schools Susan M. Dorsey, and Chief of the Legislative Counsel Bureau Fred B. Wood. The commission is charged with studying all of the state school laws to eliminate overlapping and unnecessary statutes and to frame ambiguous measures into workable laws.

FOUR ACRES of land are to be purchased by the Arcola School District, near Madera, and a new school is to be erected. Mrs. Ray Secara is in charge of the school.

COUNTY Superintendent of Schools Edna H. Young of Santa Cruz recently called a meeting of the rural teachers of the county, the purpose of which was to familiarize the teachers with a survey which is to be made of the rural schools. Professors F. W. Hart and L. H. Peterson of the University of California are in charge of the survey.

H. H. SAUBER, formerly County Superintendent of Schools, Colusa, has accepted the position of principal of the high school in Downieville.

MISS JANE M. WARD has been appointed rural supervisor for Sonoma county schools, succeeding Miss Nelle M. Mead, who has resigned to accept a similar position in Alameda County.

MISS STELLA LINSKOTT, formerly Napa county supervisor of school attendance, has been appointed supervisor of Napa city schools.

ABOUT BOOKS

JUNIOR TRAINING FOR MODERN BUSINESS, by Kirk and Waesche, illustrated: This is an eighth and ninth grade junior business book which is well within the comprehension of the eighth grade child. It is accompanied by a teacher's manual which is recommended to teachers who wish to get the best results from the text. The text is also accompanied by two pads of business forms; part one is informational, and part two, vocational. A coordinating arithmetic supplement also accompanies the text. Although this material was introduced into California but eighteen months ago, forty-one junior and senior high schools in California are using it with marked success. (John C. Winston Company, 149 New Montgomery Street, San Francisco.)

THE MUSIC HOUR, first book by Osbourne McConathy, W. Otto Miessner, Edward Bailey Birge, Mabel E. Bray, and illustrated by Shirley Kite: Songs, simple and with keen child-interest, illustrations that are colored and as charming as any picture book, compose this first volume of a new series of music books. This first book includes rote, observation, study, reading, and music appreciation songs. Each song is classified. Method of the series will be contained in a teacher's manual now in course of preparation. (Silver, Burdett & Co., 39 Division Street, Newark, N. J. Price 68 cents.)

ITALIAN LESSONS AND READINGS, by Charles Upson Clark: The author of this book is Commander of the Crown of Italy and former director of the school of classical studies of the American Academy in Rome. He conceived the plan of the volume from his own experience in learning several foreign languages without a teacher. The method is practical and interesting. Necessary grammar is included and when the foundation is laid a wide variety of reading material is given—both poetry and prose. The book is suitable for classroom and individual use. (World Book Company, Yonkers-on-Hudson, New York. Price \$2.)

TESTS AND MEASUREMENTS IN HIGH SCHOOL INSTRUCTION, by G. M. Ruch and George D. Stoddard: A summary of available tests and test methods in high school instruction. Very illuminating and helpful to those who have been in the maze of tests that have flooded the market recently. (World Book Company, Yonkers-on-Hudson, New York. Price \$2.20.)

CREATIVE SCHOOL CONTROL, by Philip W. L. Cox: Here is up-to-the-minute material which should interest every live teacher. Stresses social life of the school. (J. B. Lippincott Co., East Washington Square, Philadelphia, Pa.)

PUBLIC SCHOOL RELATIONS, by Arthur B. Moehlman: Material for executives and for use as a college text in colleges and schools of education where training for administration is given. (Rand, McNally & Co., 536 South Clark Street, Chicago, Ill.)

THE FOOD WE EAT, THE CLOTHES WE WEAR, THE HOUSES WE LIVE IN, Journey Club Travels by Frank G. Carpenter and Frances Carpenter: The journey club is an interest-

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ing idea and one that is interestingly carried out by several young travelers in this series. The books precede the serious study of geography and lay a firm foundation for future study which will avoid repetition. (The American Book Company, 100 Washington Square, New York.)

INTRODUCTION TO WORLD GEOGRAPHY, by Philip A. Knowlton: Here is a fourth grade beginner's geography. It is the "home" and "human" type of work and the study is approached through things, ideas, and circumstances with which the child is familiar. Excellent illustrations, maps, and study guides enrich the text and drive the points home in a logical manner. The author understands the child viewpoints and understanding and this material is more worth while than many books of its kind on the market. (The Macmillan Company, 66 Fifth Avenue, New York.)

OUR NEIGHBORS IN SOUTH AMERICA, by Walter Lefferts: This volume is a combination of facts with keen story interest. The style is such that one enters into the spirit of a trip to South America and really feels that he is on his way, too! The facts were gathered recently and so the material, as well as the excellent photographs, are up to date. The book is a geographical reader with questions and suggestions included. (J. B. Lippincott Company, East Washington Square, Philadelphia.)

THE MAGIC BOAT, by Lulu E. Wright, illustrated by Dorothy Harewood Smedley: Here is a book of thrills and adventure for the beginner in reading! Only 267 words were used in the telling and the material was compiled and tested in the schoolroom, so that the children's reactions were observed and utilized. This is a *live* book, full of story appeal and color interest, for the pictures show the action and splashes of color that little folk love. And every page has a cute border of sea dwellers that is delightful. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 80 cents.)



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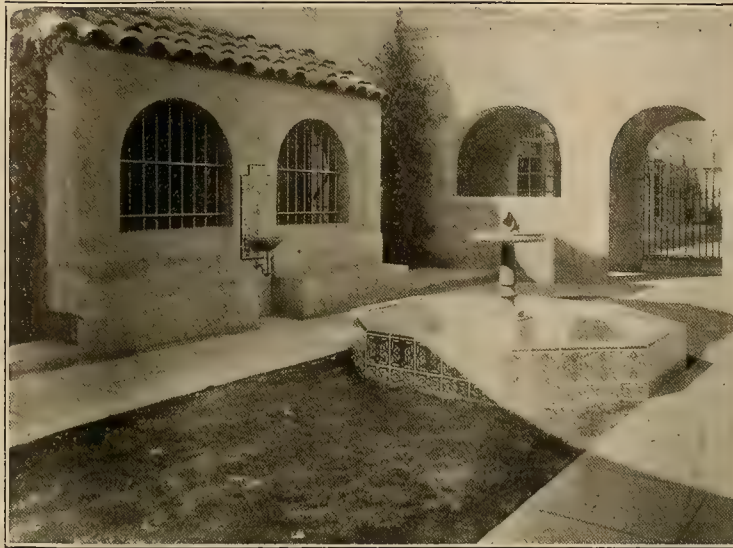
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Fountain and bird bath in patio of Coronado Grammar School: Fred A. Boyer is District Superintendent of Schools. See page 14.

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VOL. XXXIII, No. 11

SAN FRANCISCO, NOVEMBER, 1927

PRICE, 15 CENTS

PETER WAITS FOR SANTA CLAUS

By EVA L. GRAVES

CHARACTERS:

PETER
SANTA CLAUS
MARY, MARY, QUITE CONTRARY, THREE PRETTY MAIDS
TOM, TOM, THE PIPER'S SON
LITTLE RED RIDING HOOD
CINDERELLA
JACK THE GIANT KILLER
LITTLE LAME PRINCE
MOWGLI

SCENE: In Peter's home. Living-room with fireplace in background, dying fire in it; armchair to left of it.

(Enter, right, Peter, dressed ready for bed in pajamas. He carries a blanket, a stocking, and a list of his wishes.)

PETER: I think they're all asleep now. I heard them go into their room a long while ago and I can hear Daddy snore. Wonder if I'll snore when I'm big. Just listen to that! I guess you have to be real big to make so much noise. (*Hangs up his stocking.*) Well, I guess I'm safe enough now. I'll just sit here and wait for Santa Claus. Perhaps if I tell him exactly what I want, I'll get it.

(*He curls himself up in the armchair, wrapped in the blanket, his list in his hands. In two minutes he is sound asleep, and the list flutters to the floor. Enter, from left, Santa Claus. He stands behind the armchair, and looks smilingly down at Peter.*)

SANTA CLAUS: Did you fall asleep after all, little fellow? Were those eyes too tired to stay awake any longer? Well, let's see what you want from old Santa. (*Picks up list and reads.*)

Six brothers.

Six—no, I guess that's two, though he put six at first—sisters.

A scooter.

A red and blue wagon big enough to hold us all.

A ball.

What a queer list! Poor Peter, an only child!

(*Musing.*)

Oh, an only child is a lonely child!

All through the livelong day;

There's just himself and only himself

To romp with and to play.

Neighbors and friends, they're good enough,

But *they* aren't always there;

Lots of times, oh, oceans of times,

He's alone with no one to care—

No one to fight, no one to laugh,

No one to tease and to shove,

No one to care, no one to dare,

No one to kiss or to love.

Oh, an only child is a lonely child!

If parents only knew—

They'd give him all the brothers he wants

And all the sisters, too.

I guess I'm old-fashioned, but I like large families. Well, little Peter, we'll let you have all the brothers and sisters you want for tonight.

(*He passes his hands gently over Peter's eyes.*)

Sleep, little child, and in your dream you'll see

A world forever lighted by the Christmas tree.

(*There is a moment's darkness, then scene lights up, revealing a room in the home of Santa Claus. [We had a background of silver crêpe paper, three strips in the center and black crêpe paper to the sides, with a Christmas tree cut out of green crêpe paper, pasted thereon. A paper star, four paper bells, and six paper candles, and about five little rounds of Christmas tinsel, pinned on, decorated the tree. There was an arch, covered with black crêpe paper and Christmas tinsel, in the foreground. Red crêpe paper and black crêpe paper covered four small boxes for sitting on and there were three small children's chairs.] A number of boys and girls are seated, singing the chorus of the First Nowel:*)

Nowel, Nowel, Nowel, Nowel,

Born is the King of Israel.

(*When they finish.*)

MARY, MARY, QUITE CONTRARY: That's better; I think even the little ones know it now.

TOM, TOM, THE PIPER'S SON: Do the children in the world really sing it the way we do?

MARY: Absolutely. Santa Claus took me with him last year and I heard them. They had a big Christmas tree, very much like ours, all covered with shining balls and glittering tinsel and presents for each child and lights to make it shine. When everything was ready, all the children came in and stood before the tree and sang, and then their mother and daddy gave them the gifts from the tree. Oh, it was lovely!

LITTLE RED RIDING HOOD: I wish I could see it—just once. I like our tree, but it's only make-believe, after all. It's like us—when you touch it, it isn't there.

CINDERELLA: What I'd like most, is a mother. Mary, tell us about the mother you saw.

MARY: Well, she wasn't very pretty, but—I don't know—she seemed to make the children so happy. They were round her all the time, kissing and hugging her, pulling at her skirts and showing her their gifts.

CINDERELLA: Do you think she'd like to have me? I'm not very big, and I'd be very good.

MARY: Well, she had eight children already.

CINDERELLA: Yes, I remember; Santa Claus said she was quite an exception. Most parents have only one or two.

LITTLE R. R. H.: How queer! when we all want to come so much.

JACK THE GIANT KILLER: And the daddy—was he very nice?

MARY: Oh, yes! still quite young and so full of fun. You could just see how proud he was of his big family.

JACK: Gee, I'd like a real daddy. To let me ride on his shoulder while I was little, and to toss me into the air; to go fishing with when I got older, and hunting and riding; and when I, too, was a man, to sit and smoke with him in the evening, when the fire crackled on the hearth and the snow was falling outside. Santa Claus is all right, but he's so old and so busy and always so sleepy.

TOM: Oh, goodness, wouldn't it be great to be real!

MARY: Well, I have something to tell you!

ALL: Someone want us?

MARY: Oh, hush! No! But tonight a real boy is coming here to us. He has no brothers or sisters and wants them so much, and, as he is a very good boy, tonight we can pretend that we are his brothers and sisters. Come now, and let us hide and then he'll be able to come in.

(Excitedly, they go out; there is a moment's stillness; then Peter enters, right, walking as if half asleep, rubbing his eyes.)

PETER: My goodness, where have I got to! First stairs and stairs and stairs, and then this! What a lot of chairs! I wonder if children sit in them? *(Sits down.)* I wish they would come and play with me. Perhaps they are fairy children—Little Red Riding Hood—and Tom, Tom, the Piper's Son—and Mary, Mary, Quite Contrary—and Jack the Giant Killer—and the Little Lane Prince—and Mowgli—and Cinderella, all dressed up for the ball. Why, there they all are!

THE CHILDREN: We're your brothers and sisters, Peter.

PETER: Oh, how lovely!

CHILDREN: Yes, yes, and we want to play with you.

MARY: We're only a dream, but we can play.

TOM: My pipe is full of music, soft and sweet.

PRINCE: I limp a little, but I can skip and run with the best of them.

JACK: And if you want to kill a giant, I can show you how.

LITTLE R. R. H.: And wolves mean nothing at all to me.

MOWGLI: And I can tell you all about the wild beasts of the jungle—tigers and bears and monkeys; and snakes that wind in and out among the dark green leaves.

MARY: Listen, I will sing to you. *(Sings.)*

Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle-shells
And pretty maids all in a row.

(Mary and the Three Pretty Maids dance.)

JACK *(drawing his sword valiantly)*: See how well I can fight! *(Calls.)*

Come on there, Mister Giant!
And I will show you how,
I'll kill you with my trusty sword!
Come on! Jack calls you now!

(A terrible giant appears; they fight and Jack kills him; as the giant is dragged off, children applaud.)

PRINCE: Don't you think you would like to have us for your brothers and sisters?

PETER: Oh, yes! oh, yes!

CINDERELLA: Won't you take us with you? See how beautifully I can dance!

(She dances elaborate dance.)

PETER *(rapturously)*: Lovely! But *(doubtfully)* I don't think your clothes would do very well.

LITTLE R. R. H.: But parents are so hard to please. We have to get all dressed up so they will want us.

MOWGLI: So few of them want us nowadays. We have to come to them in all sorts of ways.

TOM: Sometimes, if they think of their own childhood, they remember a fairy tale and then they want a boy like me, perhaps.

LITTLE R. R. H.: Or they see a picture of me and they think how sweet I look and what fun it would be to have me to dress up.

MARY: But it's getting harder and harder. They don't believe in fairy tales any more. They won't stay at home the way they used to, you see, to read them to their children. They go to the movies instead.

JACK: So they have no time for us.

PRINCE: They don't want to bother with babies that might get hurt and have to be taken care of.

MARY: Christmas is our only chance. Tomorrow we will come to them in their dreams and we will sing:

The first Nowel the Angel did say,
Was to certain poor shepherds in fields as they lay;

In fields where they lay keeping their sheep,
On a cold winter's night that was so deep—
Nowel, Nowel, Nowel, Nowel,
Born is the King of Israel.

(As they finish, very softly there is the sound of Christmas bells in the far distance and the faint singing of "Silent Night, Holy Night." Peter stretches and yawns, as if waking up. Then:)

MARY: It's Christmas! It's Christmas! Peter, Peter, will you take us?

ALL: Please, please!

PETER: Oh, I'd love to, but there are so many of you.

PRINCE: I'd be very good and quiet.

JACK: I'd teach you to play and fight like a real boy.

CINDERELLA: Peter, I'd be such a nice sister to you.

LITTLE R. R. H. and MARY: And I! And I!

TOM: I'd teach you to play the pipe better'n anyone.

MOWGLI: We'd stalk animals together through the jungle.

PETER: No, no, I can't take you all. But I think there might be room for one. *(There is a dead hush.)*

MARY: Perhaps we had better draw lots, if you're sure you can take only one. I'll prepare them. *(She does so.)*

PETER: I want you all, of course, but it might be hard on Mother. She's only used to one child, you know. Oh, dear, I do want you all, but you must settle it among yourselves and tell Santa Claus to put you in my stocking. Good-by, good-by!

(He goes out, right. As the children draw lots, the stage darkens a moment, then appears as at first. Peter, fast asleep by the fire, Santa Claus looking over his shoulder. But the stocking is filled, and on the floor, in a trimmed basket, is a baby.)

SANTA CLAUS: Good-by, Little Peter! Don't be disappointed when you wake up; I did the best I could for you. Happy Christmas!

(He fades away. Peter gradually wakes up, stretching, and rubbing his eyes. Then, suddenly, he is wide awake.)

PETER: Oh, looky, looky what Santa Claus has brought me! Oh, look at the stocking full of things—and—why—why, here is a really truly baby. I wonder if it's a boy or a girl. There's no label to tell. You don't look much like Jack, or Tom, or Cinderella, or any of them, but I dare say you'll grow like them in time. I wish, though, we could have had the others, too. But, Baby, I'll teach you how to sing. Listen, and you'll soon learn.

(Very softly he sings:)

Nowel, Nowel, Nowel, Nowel,
Born is the King of Israel.

[SLOW CURTAIN.]

AN EVALUATION

By EDNA ORR JAMES

[EDITOR'S NOTE: Edna Orr James, rural supervisor of San Joaquin county schools, gives the following résumé of what the annual convention of Superintendents and the rural supervisors' conference meant to her and her work. The meetings were held at Coronado early in October.]

THE JOURNEY is ended; the "tumult and the shouting" are but echoes; the captains and the queens are departed to their offices, to their schoolrooms, or to the field of their labors; the glorious panorama of hills and sea and bay becomes that of crowded city streets, of yellowed and browned plains and foothills, or of wooded mountains; the day of reckoning has come, and the debits and credits of the experience are to be considered. What was the value of this jaunt away from the workaday lives we lead? All things have their price. All things have their values. Do price and true values of this situation correlate?

In these lives of ours, so governed by duty and its call, the debits are always given first consideration. Accordingly we think of them first. For five days we were not at our regular post of duty. There will be an accumulation of letters to be answered upon our return. There are appointments which we will have to meet and problems we must solve that would have been met and accomplished. Work finished at the week-end gives us this Sunday to rest and to worship, whatever god be ours, be it God or nature, according to the trend of our minds.

Our financial status is not all that it should be after railroad fares and hotel bills and alackaday tips have been attended to according to our American ideals. (Or perhaps it were better to say our California ideals.) Our best hat is a wreck after having been rescued from under our best and fattest friend at least thrice. The dust of the highway and the sun's rays and the salt air have played havoc with our best gowns. Our sworn ally, the cleaner and presser, will have twice as many demands to make upon our exchequer this month. We must maintain our æsthetic standards of proper personal attire. Quite a little more of the stuff we term "filthy lucre," and yet for which we so eagerly stretch forth our lily-white hands, must this month be put forth into the marts of barter and exchange as a result of our journey. Truly the woman must pay, and that promptly, if she belongs to the worthy-poor class of rural supervisors.

How many hours of sleep did Mother Goose advise? Was it eight or five or nine or three? Conventions mean being at it early and late. The worst thing that can happen to the faithful is to miss something, be that something of the heavy intellectual type or the highly socialized sort of thing. To paraphrase our lovely poetess, "Our little candle burned at both ends. . . . But ah, my foes, and oh, my friends, it gave a lovely light."

Was it worth while, you ask me? I smile at your question. Is the sunrise worth while when the night is done and its crimson follows the gray of dawn and says to the world of men and women: "Wake and be glad that work is yours." Is the twilight worth while after the glare of the day when it says to the worker: "Behold the day's work is done. The night is yours to think, to plan, and then to rest."

During the day's routine and the monotony of ordinary environment is it worth while to be able to shut one's eyes and to bring back memory pictures of sea and sky and verdure-covered land? I ask you.

People whose opportunities of learning, of travel, of research, of contact, have been wider and more varied than ours have come to us with their message of helpfulness. Is it worth while to realize our limitations and to desire light and again more light? When mind and heart and soul are being stimulated to a better understanding of what our work should mean, and to a more zealous effort in behalf of our friends in the field, are the hours of this week that were not spent in the daily routine of work lost to a trusting and inquiring commonwealth? Again, I ask in true humility.

And lastly, my foes and my friends, all of whom I honor and some of whom I love, I do not ask you. I know without asking. Were the grand and glorious contacts worth while? Yea

verily, they were. We are beginning to realize that personality is indeed "the sum of one's experiences and their reactions." We are knowing, as we always should have known, that the greatest and best of mortal qualities is that of pure human sympathy. Invaluable were the opportunities for human understanding that our contacts gave us.

The Lady from Afar, with her wealth of experience and knowledge, which she was so glad to share with us, was just as happy in her appreciation of what, in our more limited way, we could give to her. Then our chief, "steel true and blade straight," so strong, so young, so vital. Our problems are hers, and our welfare, that of our cause, so safe with her splendid clear reasoning, her breadth of sympathy, and her fiery zeal. The contact of lay mind with lay mind was refreshing beyond words to tell. Our problems are not individual, but mutual. Their discussion and the suggestions for solution could but result in good to us all. Who does not have a clearer insight into her duty and a greater appreciation of the privileges of her work through this experience is indeed difficult to reach.

When all of life's gifts are summed up, the greatest prize is friendship that is true. We rural supervisors have together struggled with difficulty, obstacle, and rebuff to make of our association an entity. This has meant the making and cementing of a very fine spirit of coöperation and friendship. Come what may, we would never ask vainly for help from one another.

It was gloriously worth while to realize that the lords and ladies of creation who hold our economic destinies in their hands considered our part of the program as of value. They showed us this by their interest in our program. They told us in no uncertain terms. Our work is so close to our hearts, our desire to serve so sincere, that their appreciation meant much to us.

Worth while? Yes. There is not one individual of our group who will not go back to the field of labor with a greater joy in the thing we are doing, a greater impetus toward the thing we are attempting. No gift is worth while but may be passed on. All hail to the chief whose summons we obeyed! Our fine, loyal friends in the schoolrooms all over the hills and vales and plains of California will be happier and better equipped for their task for the experience that we have had.

RURAL SUPERVISORS FORM ASSOCIATION

By MORRIS WAGNER

THE RURAL supervisors of those counties forming the Northern Section of the California Teachers Association met at Sacramento during the institute and regular meeting of the C. T. A. held in Sacramento, October 18 to 21. Miss Helen Heffernan, chief of the bureau of rural education, called the meeting, and in response a very enthusiastic and earnest group of supervisors gathered to organize and discuss plans for work.

The association formed as a result of this meeting is to be called the Northern Section, California State Association of Rural Supervisors. The association is formed for the purpose of bringing together the rural supervisors of about sixteen counties to work on given problems in order that they may accomplish improvement in the technique of instruction, improvement of teachers in service, and to promote higher standards of training for rural teachers and rural supervisors and to encourage research work in rural education.

The first meeting was called for December 2 in Chico, the subject for discussion to be the "Adaptation of the Curriculum to the Rural School." Mr. Osenbaugh, president of the Chico State Teachers College, offered the coöperation of the college, and demonstration work in the training school will be part of the program.

Mrs. Ethel Saxon Ward of Shasta County was elected president; A. L. Case of Sacramento County, first vice president; Miss Emily Rothlin of Lassen County, second vice president, and R. W. Camper of Glenn County was elected secretary-treasurer.

Miss Helen Heffernan is a constant inspiration to rural supervision. She believes firmly in the organization of super-

visors into working units aiming definitely at the solution of given problems. Her own enthusiasm and tremendous capacity for hard work and fast driving carries her from one end of the state to the other. She is an active member of each group and keeps them in touch with each other.

The reports from the two demonstration schools she has established in San Joaquin and Yolo counties should bring a great deal of help to the supervisors, and the "California Exchange Bulletin in Rural Education" has proved itself invaluable to teachers, supervisors, and Superintendents.

SACRAMENTO EDUCATIONAL MEETING

By ETHEL SAXON WARD

Rural Supervisor of Shasta County

THE FOURTH biennial convention of the California Teachers Association, Northern Section, which met in Sacramento, October 18, 19, 20, and 21, was perhaps the most outstanding convention in the history of Northern California educational meetings. Mrs. Elizabeth Hughes, the president, proved a master hand in executive ability, for every detail of her program for the entertainment and instruction of three thousand teachers from sixteen counties and the cities of Sacramento and Chico was carried out to a surprising degree of perfection.

This program brought to every teacher of Northern California, however remote, direct contact with many notable educators, which is, of course, impossible in the local county institutes.

Numbered among these were Governor C. C. Young of California; Honorable Will C. Wood, Superintendent of Banks; William John Cooper, Superintendent of Public Instruction; Helen Heffernan, chief, division of rural education, state of California; Mrs. Katherine Cook of the United States Bureau, division of rural education; Doctor L. D. Coffman, president of the University of Minnesota; Doctor Frederick P. Woellner, department of education, University of California at Los Angeles, and Doctor Clarence R. Stone of "silent reading" fame.

George Berry, high school principal of Biggs, Butte County, responded to the Mayor's welcome on behalf of the visiting teachers. Honorable William John Cooper in his address "Is Teaching a Profession?" paid a wonderful tribute to teachers when, in summing up his speech, he said that after all the shining lights in all the professions were but the handiwork of teachers.

A splendid art exhibit was displayed in the William Land School, to which many schools and counties contributed. Harold M. Ward of the Sacramento Junior College gave much energy and care to the arrangement of the display. The diversity of the program and its sectional divisions made it possible that every teacher could receive help in his or her special field.

CHICO PLANS 1928 INSTITUTE

A MEETING, the purpose of which was to confer with the president and faculty of the Chico State Teachers College as to the advisability of holding a Superior California joint institute in the fall of 1928, was held in Chico November 2. Charles H. Camper, City Superintendent of Chico, presided and was elected chairman for the coming year. Paul D. Henderson was elected secretary, and C. K. Studley, treasurer.

The following plan was adopted in general: The date of the institute was set for the second week in September, beginning on Monday. The high school section is to close on Thursday at noon, and the elementary section on Friday at noon. For the elementary section twenty instructors will be supplied and one unit of credit will be given for work successfully completed. Mr. Osenbaugh will prepare a tentative program of subjects to be sent out in a few weeks for the approval of the Superintendents, who in turn will ask their teachers to select the course each desires to take. Provision will be made for the teachers to purchase textbooks in advance of the course, so that preparation may be made prior to the opening date. A general session will be held on Monday afternoon. Local institutes will be held on Tuesday from 1:30 to 2:30.

A high school committee on program was appointed as follows: Sherman L. Brown, Butte County; Curtis E. Warne, Yuba; Leo A. Wadsworth, Sutter; George H. Pence, Colusa; R. Cralley, Lassen; H. Clifford Fox, Plumas; J. L. Osborn, Shasta; F. H. Hurni, Glenn; George Berry, Butte, and R. R. Hartzell, Tehama. The Modoc County member to be appointed later. George Berry was made chairman of the committee. The counties and city represent about nine hundred elementary teachers and four hundred high school teachers.

The following Superintendents were present: Charles H. Camper, City Superintendent of Chico; Mrs. Agnes Meade, Yuba County; Miss Pearl Sanderson, Colusa County; Mrs. Jessie Madison, Lassen County; Mrs. Vivian Long, Plumas County; Mrs. Minnie Gray, Sutter County; E. P. Mapes, Glenn County; J. Partridge, Butte County; Bertha E. Merrill, Shasta County, and Paul D. Henderson, Tehama County; also C. M. Osenbaugh, president of the college, and C. K. Studley, vice president. Mrs. Lena C. Crabtree, County Superintendent of Modoc County, in a telegram, expressed her regret at not being able to be present, but reported favorable on joining the proposed institute.

The chairman appointed all of the above-listed Superintendents, including Mr. Osenbaugh and Mr. Studley, as an executive committee.

COALINGA SCHOOLS

By MORRIS WAGNER

THE COALINGA schools "did themselves proud" again this year at the State Fair at Sacramento by winning ninety prizes. But the trophy of which they are the most proud is the bronze and gold cup given them for the best junior high school exhibit. Last year the State Fair offered a silver cup for the best junior high school exhibit, and Coalinga won that one also.

Miss Mildred E. Peckham is principal of the junior high school. Miss Peckham has been in the Coalinga schools for twelve years, and for eleven years principal of this school, which was the first to be established in the San Joaquin Valley. She has kept up constantly with the last word in junior high schools and has made an outstanding record.

Charles L. Geer, Superintendent of the Coalinga schools and principal of its high school, has reason to be proud of his choice of Miss Peckham to carry out his junior high school program. Mr. Geer has been in Coalinga for seventeen years and has built up an all-around high school, which is second to none in its vocational departments and whose university entrants, of which it has a large percentage, are outstanding.

The commercial department of the high school, under Miss Caroline L. Ames for the last twelve years, has made an excellent record. In 1926 it won the novice typing championship of California, and this year the 1927 amateur team typing championship of California. One of the students, Miss Evelyn Mingus, set a new state contest typing record for second-year pupils of eighty-six net words per minute for a fifteen-minute test.

In the 1927 Fresno county contest against twenty schools, Coalinga won 40 per cent of all points in the commercial contest and thirty-one out of sixty points in the stenography contest. At the Fresno County Fair, 276 ribbons and a silver cup went to the Coalinga schools.

HUMANE EDUCATION IN CALIFORNIA SCHOOLS

THE Latham Foundation for the Promotion of Humane Education, Latham Square Building, Oakland, Cal., is coöperating with schools and doing some interesting, helpful, and practical work. Teachers who desire to obtain information regarding humane education may do so by writing to Mrs. E. M. S. Fites, executive secretary. Regarding the work in Alameda County, Mrs. Fites writes:

The Latham Foundation for the Promotion of Humane Education employs an accredited teacher, Mrs. Gwyn Tebault, as a lecturer in all the schools in Alameda County. The Superintendent of Schools, David E. Martin, and the teachers without exception give hearty co-

operation, and Kind Deed Clubs are formed in all schools in Alameda County. Any child who lives up to the motto of the Kind Deeds Club, and who has done one kind deed towards a human being and one towards an animal, may become a member of the club and wear its golden button. The child who joins the Kind Deeds Club writes his or her name on lists which are posted in the schools. The lists are headed with the following text: "That love for one from which there does not spring wide love for all is but a worthless thing." "In becoming a member of the Kind Deeds Club I will try to be kind to every living creature and to cultivate a spirit of protection towards all who are weaker than myself, and I will treat animals as I would wish to be treated were I in their place." If a child forfeits his promise he loses his membership, but he may rejoin the club as soon as he has done a kind deed to someone.

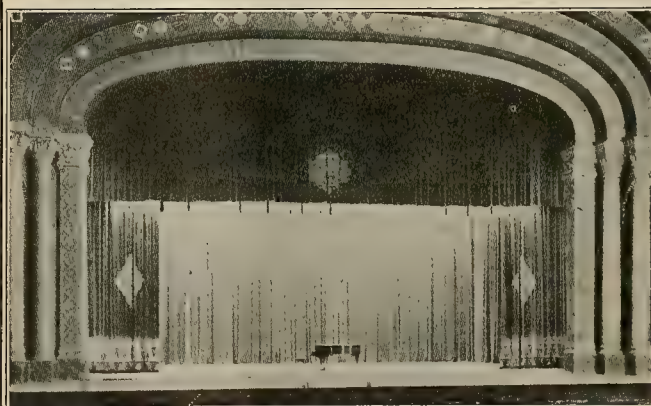
The pupils show great interest in the work, and the Latham Foundation has received many letters from enthusiastic children. A pupil in the 6-A grade in the Grant School in San Francisco says in a letter: "Our class decidedly agrees with you that it is cruel to clip dogs' ears, and will do all in our power to prevent it." Another pupil in the same grade in Grant School writes: "We are very grateful for the pamphlet 'The Kind Deeds Messenger,' number ten. It was a very nice silent reading lesson; that is how we made use of those pamphlets. It was those magazines which you sent us that helped our silent reading marks on our report cards. We nearly all got A's. The class would be very grateful if you would send us any of your old pamphlets; there are forty-five children in the class."

Many teachers have given expression to their deep appreciation of the work. Margaret Spearman, May School, says the following in a letter to Miss Edith Latham: "My Dear Miss Latham—I wish to express my sincere appreciation of the wonderful work that you and Mrs. Tebault are doing. I know that every child in my school has become a better citizen because he is a member of the Kind Deeds Club. We have enjoyed every moment that you and Mrs. Tebault spent with us. The children told me to ask you if you would 'please come back when school opens.' Every one of us is proud to know that he belongs to such a wonderful organization, and we hope to make you proud of us. Once again let me thank you."

MISS MARGARET SWETT, granddaughter of John Swett, first Superintendent of Public Instruction for California, is librarian and teacher of history in the San Rafael High School.

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WHITTIER ELEMENTARY AND HIGH SCHOOLS

By W. M. CULP

WHITTIER, CAL., was founded by the Quakers in 1887. That spirit of calmness, of poise, of amiable association of man with man that we grant to those of the Quaker faith has been the dominant note for the past forty years in the growth and development of Whittier. As in civic affairs and in commercial expansion, so has it been in school matters.



O. C. Albertson, principal
Whittier High School.

The Whittier schools are a dual development. On the one side are the Whittier elementary schools, in charge of a District Superintendent, S. H. Thompson. On the other side are a large union high school district and high school over which O. C. Albertson has been principal for the last eighteen years. This union high school district, of which Whittier city is a part, comprises sixty square miles and has an assessed valuation of \$42,000,000.

Though of distinct legal character and with no ties by law existing between them, the Whittier elementary schools and the Whittier High School have developed harmoniously and educationally because of the coöperativeness of the men at the head of the two systems.

Whether we admit it or not, environment has a lot to do with the character of a community. When Harvey Lindley, Jonathan Bailey, and Thomas Newlin from Indiana picked out a townsite for a Quaker settlement they gave evidence of rare wisdom and foresight, for the land upon which they settled has come to be one of the choicest and richest in the state. They chose a place on the south slope of the beautiful Puente Hills, from which vantage point they could see the mountains, sea, and broad valleys below; even Catalina Island was within easy range of their vision. The soil was deep, rich, and mellow and easily adaptable to the agricultural pursuits which they would follow. Today sixteen thousand people make their homes in this beauty spot among orange blossoms and roses, palms and pepper trees—a friendly community, fortunate in the choice of its location, content in the gentleness of its climate, and happy in the facilities offered for social activity, cultural and

educational development, amusement, and recreational enjoyment.

Whittier is a pleasant town of paved streets, of homes of neither the very rich nor the very poor. A comfortable community, a typical college town, for it is the site of Whittier College, a Quaker institution. In Whittier avocado trees grow on the sides of the streets, and five or six trees in the back yard bring in an income of as much as \$600 per year.

Whittier is thirteen miles from the central business district of Los Angeles. Broad boulevards bring it within thirty minutes of the very best the country has to offer in music, drama, and art. It is nineteen miles from the wide Pacific Ocean and fourteen miles from the mountains, with the peaks of Mount Wilson, Mount Lowe, and snowcapped Baldy ever beckoning.

THE WHITTIER ELEMENTARY SCHOOLS

The Whittier elementary schools have accomplished their greatest development in the last seven years under District Superintendent S. H. Thompson. Mr. Thompson was building on the stable foundation laid by U. S. Durfee, former Superintendent in Whittier for eight years and now Deputy Superintendent of Los Angeles county schools.

Seven schools are in the Whittier elementary system. Around two thousand children are enrolled. Seventy-two teachers are employed. Of the seven schools, four are housed in new structures built during the last five years. The new schools comprise the John Muir, Longfellow, Lydia Jackson, and Jonathan Bailey buildings. The cost of two of the smaller buildings was around \$50,000 apiece, that of the John Muir and Jonathan Bailey, \$150,000 each. Some \$400,000 was spent on these four structures. Each building has five acres of land as a campus.

This expansion program was ably handled by Mr. Thompson and his excellent board of trustees, consisting of Fred Pease, president; Mrs. A. C. Johnson, and Charles Saunders. Mrs. Johnson, after twelve years on the board, recently resigned and Mrs. Alice B. Hockett has been appointed to the vacancy.

The board of trustees was careful, in planning the new school buildings, to select the best in architecture. The John Muir building is an excellent type of the Italian renaissance, with its pleasing dignity of line and ornament; the Jonathan Bailey building is English of the time of Queen Anne, with its towers, red roof, windows, trim, and the coloring of wood and walls; the Lydia Jackson building is northern Italian and the Longfellow is colonial, and both are as correct, as are the large buildings.

In landscaping and in the interior decorating the name and style of the buildings is carried out as far as possible. The John Muir, named for the naturalist of the mountains and forests, has pictures of the high Sierras; of lakes, trees, and streams on its walls, and in the yard are excellent specimens of the giant redwoods, Monterey cypress and pine, live oaks, California holly, California lilac and poppy, and Gold of Ophir roses. At the Jonathan Bailey building, with its English architecture, are English yews, Irish yews, English holly, English laurel, and other appropriate plants in the yard, and inside the buildings are pictures of Stratford, Tower Bridge, Blue Boy, and other English subjects.

At the Lydia Jackson building the planting includes Italian cypress, Roman myrtle, and Roman pines to go with the Italian architecture, while the colonial building at the Longfellow has a setting of white birch, oleanders, lilacs, spirea, and elms. All the buildings have well-kept lawns on the fifty-foot yards in front, and most of them have Bermuda grass lawns at the rear for playgrounds.

Of particular interest has been the thrift program in the Whittier elementary schools. It is different in this respect from that of most systems, for in Whittier each child himself goes to the bank he has chosen as his depository and makes his own deposit. The teachers only make a report of deposits once a month. There is so much interest in each classroom of being high in the report that the percentage of pupils depositing each month is very high.

The cafeteria at the John Muir School is an exceptional one and is in charge of Mrs. Lulu McDonald Miller. This cafeteria makes a profit each year of over \$2000. The money is used



Whittier Union High School Auditorium.

to put in tennis courts, buy pictures, and other necessities that crop up during the year.

The teaching corps of the Whittier elementary schools is of the best. Mr. Thompson is a Nebraska University man with his M. A. from Columbia University. He has been Superintendent of Schools in Nebraska and at Goldfield, Nev. Previous to coming to Whittier he was for five years principal of the Brawley High School.

Miss Alice E. Pendery is Assistant Superintendent and is in charge of elementary instruction. Miss Pendery is a woman of wide educational experience as teacher and supervisor. Previous to coming to Whittier as Assistant Superintendent she was rural supervisor in Ventura County.

The principals like to teach in Whittier. E. K. Bishop, principal of the John Muir School, has been in Whittier eighteen



John Muir School, Whittier, Cal.

years; Miss Nellie E. Wicker of Jonathan Bailey, twelve years; Miss Bess Harriet Cook of Lincoln, ten years; Miss Manie Newby of William Penn, for several years. Miss Elizabeth LeChien is principal of the John Greenleaf Whittier School, Mrs. Georgia H. Pendleton of the Longfellow School, and Miss Helen F. Moore of the Lydia Jackson School.

THE WHITTIER UNION HIGH SCHOOL

It can be rightly said that the present magnificence and power of the Whittier Union High School is due to the farsightedness and educational vision of the principal, O. C. Albertson. The school was founded in 1900 with an enrollment of fifty pupils. In 1909 Mr. Albertson left the science faculty of Whittier College to accept the principalship of the Whittier High School. At that date the enrollment was 230; one building comprised the institution. Now, eighteen years later, Mr. Albertson is in charge of 1100 students, has an educational plant of eight units, and has one of the most beautiful campuses, if not the most beautiful, in Southern California. There is not a better architectural scheme of a school plant or a more magnificent high school auditorium in all California, or is there anywhere a better working academic arrangement of buildings. Myron Hunt, the architect, in his planning followed the academic suggestions of Mr. Albertson and the result has been of the best. The campus consists of twenty-three acres, the buildings have cost \$1,250,000, and Whittier is proud of the result achieved in the units conceived in the Mediterranean style and in an auditorium, seating two thousand persons, which has an atmosphere of sheer artistry.

While great in physical endowment, the Whittier High School is greater in its intellectual side. The spirit of John Greenleaf Whittier permeates the school. Teachers and students are friends in work and friends in play. There are no cliques among faculty or students.

The Whittier High School has an unusual enrollment in the languages. Out of 275 freshmen, 170 are registered in Latin. The graduating classes have unusual numbers in physics and chemistry. Out of a graduating class of 175, fifty-five were in physics. Out of 225 in third-year work, 140 are enrolled in chemistry. Ninety per cent of the students are trying for college grades; sixty per cent achieve college grades and make good at college. Mr. Albertson believes that an administrator should be the ruler of his school. He believes in student body

government for student activities, but not in student government in disciplinary measures.

Associated with Mr. Albertson in the administration of Whittier High School is his vice principal, Mrs. Pearl Simpson (Miss Pearl Ellis). Mrs. Simpson is a graduate of the first class from the Whittier High School. She has been in the Whittier High School since 1907. Three other teachers since 1908 are Milo Hunt, mathematics; Clifford Roberts, history, and Miss Blanche Bradshaw, Spanish. Out of sixty teachers last year there was only one replacement, and that on account of marriage.

The Whittier Union High School District is fortunate in being one of the five richest districts in the state. Oil in the surrounding hills is the answer. Buildings are paid for out of current tax levy. The auditorium was built out of a tax levy when in 1923 the Santa Fe Springs field was in flush production and the assessment roll went over \$60,000,000.

The Whittier Union High School is a very worth-while school to visit.

MARK R. JACOBS, Superintendent of the Montebello schools, is contemplating the building of three and perhaps four new schools within the next year to take care of increased enrollment. A bond issue for \$175,000 is being considered. The elementary registration is now over 2100 children.

GLENN A. RIDDLEBARGER, District Superintendent of the Placentia schools, has established a school cafeteria with a capacity of two hundred. During walnut-picking time Mr. Riddlebarger held half-day sessions for the Mexican children.

THE FULLERTON elementary schools, under Superintendent R. E. Green, have this year the greatest attendance in the city's history; 1570 pupils are in school. Sixty-two teachers man the five schools in the system. The introduction of the Keystone visual method in reading and language is getting good results.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE San Bernardino Valley Junior College enters upon its first year on its new campus with an enrollment of over three hundred students. To George H. Jantzen, president of the institution, great credit is given for its present wonderful showing. On the thirty-four-acre campus \$650,000 is being expended on new buildings. Two complete units for administration and classroom work are nearing completion. A large gymnasium is under construction and will be ready for use in two months. Construction on a library building is to be started shortly. This library building, 116 by 53 feet, with its reading-room, stacks, librarian offices, and several seminar rooms, will be the finest library of any of the junior colleges in California.

A well-laid-out athletic field is provided and landscaping of the grounds is in progress. The site of the college, midway between Colton and San Bernardino on a well-paved highway, is excellently chosen. On a slightly raised piece of ground a wonderful view of the surrounding valley towns and mountains is seen.

Mr. Jantzen is a builder of schools. For several years he was District Superintendent of the Colton elementary schools, but relinquished them into the capable hands of John W. Waldron, to be principal of the Colton Union High School. In that position he was in charge when the present magnificent plant was built. These last two years he has been president of the San Bernardino Valley Junior College, and the business of establishing this new college has been in his hands.

F. W. HENSELMEIR was elected this year to the principalship of the Elsinore Union High School. This is Mr. Henselmeir's first principalship in California and his second year in the state. Last year he taught in the San Bernardino High School. Mr. Henselmeir is a graduate of Washington University, St. Louis, and of the Missouri State University. He has done extensive work at the University of Berlin. Mr. Henselmeir is from St. Louis, Mo., where for several years he was in the city schools.

EMMETT CLARK, Superintendent of Pomona city schools, is having Doctor A. A. Douglas, head of the department of education of Pomona College, as a coordinator in this year's course of study work in the Pomona schools.

A. G. CLEMENT, Superintendent of Redlands schools, hopes to have his new junior high school units ready for occupancy around the first of the year.

THE CORONA city schools, under Glen D. Wight, Superintendent, have been growing rapidly. Sixteen hundred pupils are enrolled and sixty-five teachers are employed. Considerable construction has been undertaken this last year. At the high school, shops, a gymnasium, and a fine arts unit have been built at a cost of \$35,000. There has been a \$30,000 addition to the junior high school of a building for shops, sewing, cooking, and physical training. The new Thomas Jefferson School, a five-room structure, is nearing completion at a cost of \$35,000 and will be under the principalship of Miss Margaret Smith, who was promoted from the system to the position.

ALEXANDER J. BARNES, for several years principal of the Elsinore Union High School, is this year principal of the Kauffman Junior High School, Pomona.

ROY E. SIMPSON is this year principal of the Ralph Waldo Emerson Junior High School, Pomona. Mr. Simpson has been in Tehama County for several years as principal of the Anderson Union High School.

SAN BERNARDINO city schools, under Superintendent C. Ray Holbrook, for the first time this year have established the position of an elementary supervisorship. The position has been

filled by Miss Lava Sughru. Miss Sughru comes to California from Clarkdale, Ariz., where she was very successful in her supervisory work.

H. P. ALLEN is in charge of parental education in San Bernardino.

S. E. BAILEY, principal of the Lark Ellen School, is teaching his first year in California. Mr. Bailey is a graduate of the University of Arizona. Last year he was in the Safford High School, Safford, Ariz.

THE DOWNEY HIGH SCHOOL, under Principal Frank F. Otto, has an enrollment of two hundred students with a faculty of fourteen teachers. Eighty thousand dollars of a bond issue has been spent in constructing two new buildings, a gymnasium for boys and girls and manual training shops. The gymnasium is excellently arranged with quarters for boys and girls. The playing floor is 72 by 92 feet. Mr. Otto is carrying an intensive vocational program in his school. Equipment for woodwork, machine shop work, forging, and auto shop are provided.

BEN S. MILLIGAN, principal of the Covina High School, has had a fine gymnasium for boys and girls constructed this semester. The building is 80 by 150 feet. The interior playing floor is 80 by 110 feet. A folding door in the center divides the gymnasium into two floors, one for the boys and one for the girls. The dressing-rooms for the two groups are in the two ends of the building with bleachers overhead. A seating capacity of one thousand is secured in this gymnasium.

C. C. CARPENTER, District Superintendent of the Azusa elementary schools, has an 18 per cent increase this year. This increase has been the usual amount during the last seven years.

WILLIAM L. RUTHERFORD, principal of the Escondido elementary schools, has an enrollment of 690 in the grades and 70 in the kindergarten. Twenty-two teachers are employed in the school.

THE CITRUS UNION JUNIOR COLLEGE, of which Floyd S. Hayden is president, has an enrollment this semester of over one hundred students. Four hundred pupils are registered in the Citrus Union High School. Mr. Hayden has the highest proportion of junior college students on his campus in relation to his high school of that of any college in the state.

ERNEST B. OERTEL is this year principal of the Newman High School. This last year he was principal of the departmentalized Branciforte School in Santa Cruz. Previous to that he was principal of the high school at Galt for three years. Mr. Oertel is a graduate of Washington University, St. Louis, Mo. He has his M. A. from the University of California, and he is starting work for his doctor's degree at Stanford University.

E. P. HALLEY, principal of the Patterson High School, has a 30 per cent increase this year in his enrollment. Last year the registration was 92; this semester it is 128.

MELROWE MARTIN was elected this summer to the newly created office of City Superintendent of Schools of Albany. At the present time there are two schools in the system, with an enrollment of 1075, an increase of 10 per cent over last year. The formation of a high school in Albany is now a point of discussion. In July a high school district was formed by a vote of 2 to 1. A special full-time music supervisor has been secured for this year, together with a half-time art supervisor. One person has been placed in charge of physical education. Thirty employees are in the Albany school system, which is an increase of six over last year.

E. DIXON BRISTOW, principal of the Niles Grammar School, has an increased attendance this year, with 357 enrolled. Twelve teachers are in the school. An extracurricular class is programmed. The pupils are being graded according to mental ability.

JOSEPH DIAS is teaching his thirty-third year as principal of the Centerville Grammar School. At the present time he is writing a story of his thirty-three years in his city. Besides being a teacher Mr. Dias is a practicing lawyer, having secured his law degree from the University of Chicago. He is a graduate of San Jose Normal and has his A. B. from the University of California.

T. S. VAN VLEET, principal of the Alvarado Grammar School, has one of the best small school plants in Alameda County. In 1924 a six-room building was erected out of a \$60,000 bond issue. Later, from a \$15,000 issue, a beautiful auditorium seating 650 persons was built. Six teachers and 164 pupils are in the school.

THE MERCED HIGH SCHOOL, under Principal A. W. Meany, continues to stand out as one of the most picturesque in the San Joaquin Valley. In lawn and planting of shrubbery and flowering plants the school grounds, front and rear, are ever in color during the growing season, which runs from early spring to frost. The enrollment at Merced is now six hundred, the same number it was before a high school was established at Livingston in the same district. At Livingston the school is in charge of Mr. Scott, who has two hundred students. Mr. Meany has financial supervision over the two schools.

MRS. I. BOZEMAN, County Superintendent of Kings County, had a very interesting meeting at the opening of her school year. Mrs. David E. Martin, supervisor of Alameda County, lectured on reading, emphasizing phonics.

ROBERT I. MONTGOMERY, vice principal of the Hanford High School, has been elected president of the Kings County Board of Education.

DE WITT MONTGOMERY, Superintendent of the Visalia schools, has 80 in the junior college, 650 in the high school, and 1500 elementary pupils, including the kindergarten.

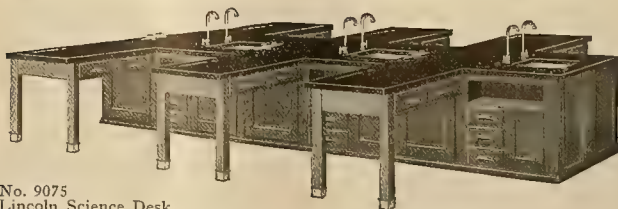
J. E. BUCKMAN, County Superintendent of Tulare County, is starting another testing program in reading. At a recent Tulare County teacher meeting Mr. Buckman had 250 rural teachers in attendance.

THE RIPON Junior-Senior High School, under Verne B. Brown, has grown to an enrollment of 260 students. Remarkable work is being done in instrumental music under the direction of Salvatore Billeci. Two orchestras and one band are organized. A new music hall for music alone was built this last year. Mr. Brown has installed a new record system worked out by himself that is a great improvement over old systems. The Ripon High School was very much honored at the Pacific Slope Dairy Show when four boys from the Ripon High School won the stock-judging contest. As a result the four boys went to the national show at Memphis that commenced on October 11. So much interest was shown in their winning the Pacific Coast title that the citizens of Ripon raised \$1200 to send them and their teacher of agriculture, Douglass Saunders, to Memphis. The boys on the winning team are Jesse Ayres, Owen Colbert, William Brown, and Wallace Moody.

L. E. CHENOWETH, County Superintendent of Kern County, is intending to continue this year his district institutes that have proved so valuable in the past.

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THE VALLEJO CITY SCHOOLS

By W. M. CULP

IN THE MAJESTIC sweep of circumstances the lives of cities and men are made. The circumstances of place and the circumstances of time are yoked together in the story of Vallejo that is of the past, and in the story of Vallejo that is in the coming.



Elmer L. Cave.

In the circumstances of place Vallejo is most fortunate. Vallejo lies in the area of the great San Francisco Bay region. On its twice seven hills the city faces the surging waters of the Carquinez Straits. Lying twenty-four miles from the Golden Gate, Vallejo is at the head of deep tidewater. Opposite to the south is Mare Island, the site of one of the navy's greatest yards.

With the completion in 1926 of the mighty Carquinez Bridge, the world's largest highway bridge, built at a cost of \$8,000,000, Vallejo entered a new era. The gigantic span of concrete and steel across

the sweeping waters of Carquinez Straits, between Vallejo and Crockett, last year united three flags and smashed forever the water barrier which has impeded land travel north and south from British Columbia to Mexico, and its building placed Vallejo in line for a tremendous growth. And Vallejo and Mare Island, with its drydocks, battleships, and workshops, lie in tremendous perspective as one crosses this magnificent bridge with the water rolling 150 feet below.

Since 1850, when General M. C. Vallejo deeded to the state twenty acres for capitol buildings, Vallejo was an assured city, though the town was only the state capital for a short period. The year 1853 saw the commencement of the Mare Island Navy Yard, for Commodore John D. Sloat had recommended previously that a navy yard be established on the Pacific Coast. A commission appointed for the purpose selected Mare Island opposite the city of Vallejo. Here an island of some nine hundred acres was purchased for \$83,491. In 1854 Admiral David Farragut arrived as commandant, and in 1856 docks and shops were in readiness to receive ships.

In a story of the Vallejo city schools the historical background and a consideration of the development of the Mare Island Navy Yard must be taken into account, for it is the work at the navy yard that has made Vallejo. The thirty-five hundred to five thousand men that are employed in the yard make their homes in the city. And as the navy yard has been busy, so has Vallejo been prosperous. In fact, the livelihood of twenty-five thousand people depends upon the activity on Mare Island. The fine record the yard has made in building ships cheaper than the Eastern yards has made for much business there.

The first school in Vallejo was started in 1855 when Admiral Farragut was in charge at the navy yard. It was supported by subscription. The year 1857 saw the starting of the first Vallejo public school supported by public money. In 1867 the school had grown to five rooms and five teachers. Each teacher at that date had a class of from seventy to 120 pupils. On July 9, 1870, the Board of Education adopted the classification and course



Vallejo High School.

of study in use in the public schools of Providence, R. I.,—still a modern way of achieving a course of study.

Of paramount interest is a picturization of the present Vallejo city school system. At this date in Vallejo twenty-five hundred pupils are under instruction. Seven elementary schools, one junior high school, and one senior high school comprise the system. One hundred and six teachers are employed in Vallejo.

For the last seven years Elmer L. Cave has been in charge of the Vallejo schools. Mr. Cave is a schoolman of twenty-five years' experience in various phases of the work. As teacher, principal, and Superintendent, he has always stood for the same things in education and has been ranked as an administrator of outstanding ability. For eleven years he was Superintendent of the Bellingham, Wash., schools. In Washington Mr. Cave stood high in the councils of the Washington State Teachers Association. Mr. Cave is a graduate of the University of California of the class of '97. Previous to his Washington superintendency Mr. Cave held various positions in California at Antioch, Berkeley, St. Helena, and Alameda.

In keeping Vallejo ahead in education Mr. Cave believes in the scientific approach. In accordance with this viewpoint, in 1926 Professors F. W. Hart and L. H. Peterson of the University of California made a survey of the educational program, organization and administration, school finances, and school housing of Vallejo. The report was most favorable and few suggestions for the improvement of the city schools were made. Those made, though, are now in course of realization.

We quote a portion of this report: "The committee desires to commend Vallejo on its present progressive organization, and its splendid frictionless operation. Very few city school systems will be found in which the present organization is so similar to that which is recommended; and few localities exist in which such universal harmony exists between departments. This is due, in large degree no doubt, to its efficient Superintendent, and his assistants, as well as to the high character of its board members."

President Russell J. O'Hara, J. Louis Martin, and Mrs. Elon Mitchell, of the Board of Education, have the highest faith in the ability of Superintendent Cave and he in them. The fine relationship between Board of Education and Superintendent was shown this last summer when in July they signed a four-year contract with him—a contract in form an epic event for the schoolmen of the state.

Previous to the signing the Board of Education had asked Mr. Cave to draw up a contract in which the duties and responsibilities of the Superintendent were stated in direct terms. Mr. Cave drew up the contract which is of a purely professional nature. He then sent it to the University of California, where it was gone over by Doctors Hart and Peterson of the Department of Education. They recommended some minor changes. This was the contract Mr. Cave signed with his board. The University of California Department of Education is now using this contract as a prospectus of what a contract of a modern school Superintendent should be.

In the administration of the Vallejo schools Superintendent Cave has the assistance of able teachers and principals. In charge of the senior high school is George C. Barton, former head of the science department of the Berkeley High School and for several years principal of the Round Valley Union High School. J. P. Utter, principal of the junior high school, has been in service in Vallejo for seventeen years. Five years ago he founded the junior high school, and the school's excellent present course of study is due to the active work of himself and his teacher committees. At the head of the elementary schools are found G. H. Bower at Bay Terrace, Miss A. Pennycook at Charles R. Curry, Miss M. Grauss at Farragut, G. A. Fickes at Lincoln, Allen F. Locke at McKinley, and Miss Olive Wilson at Roosevelt.

A most prominent feature of Superintendent Cave's work at Vallejo has been the development this last year of the Vallejo cooperative plan of vocational education. This plan includes the linking of the city schools with the industries of the community. It has two connections. Cooperation with the appren-

tice school of the Mare Island Navy Yard (Mare Island cooperative) and cooperation with the industries of the city of Vallejo (city cooperative). There are two separate high school courses and both lead to high school graduation.

In charge of this vocational work is John R. Altucker as director and coordinator of vocational education. Mr. Altucker is thoroughly familiar with all phases of vocational work. Previous to coming to Vallejo he was vice principal and head of vocational work of the Exeter High School. He has taught extensively in summer sessions and is president of the California State Teachers Vocational Association.

In Vallejo the city cooperative plan of education is open to any boy in the senior high school. Under it any student may work in a shop, office, factory, or store one-half day and be in school the other part of the day. There are two boys for each job, one alternating with the other, both in school and on the job. Two high school credits are given for the satisfactory completion of a school year of this industrial experience. In addition the student is given high school credits for the regular subjects he takes while in school. Part of this school work is of a technical nature, closely connected with the type of work he is doing in industry. For this phase of his school work he is given high school credit.

The services of the director of vocational education are intimately available in a counseling and coordination capacity. This course is followed for one, two, or three years, and as a boy makes himself a real asset to his employer he is paid on an apprenticeship basis. The application and general usefulness of the boy himself determines the remuneration he receives.

The boy who completes this vocational course is in this advantageous position. He receives a diploma from the Vallejo High School. He has a fundamental training and a skill in a trade or other type of work upon which he can immediately capitalize. He has been earning while learning. He can enter college or university, provided he is recommended by the high school principal.

In a discussion of the Mare Island cooperative plan one must be made aware of the fact that the navy for years has been having an apprentice school at Mare Island, entrance to which has been by examination. Mr. Cave, in bringing about this cooperative effort, is having the Vallejo students trained at the navy yard shops, and is thus relieving Vallejo from the necessity of providing facilities of her own. Because of the cooperative effort, Vallejo is receiving state aid for the students at the apprentice school, who previously were not counted in any high school attendance reports. The cooperative effort is the result of six years' negotiation with the Navy Department. At the present time J. H. Dayton, Rear Admiral, United States Navy, commandant navy yard and station, is doing everything to make the arrangement a success.

Commandant Dayton has outlined the scheme as follows:

The cooperative plan involves two closely related phases, each complete in itself. One of these phases consists of a special two-year vocational course of study administered in the Vallejo public schools; and the second phase comprises the instruction in the shops and at the school during the normal navy yard apprenticeship.

The special two-year course will be offered to students during the ninth and tenth years at the Vallejo public schools. This course has been approved by the navy yard authorities and is designed particularly to give a sound foundation in industrial subjects and to develop a knowledge of subjects used in daily shop work. Problems and ideas are to be approached from the viewpoint of the mechanic, rather than that of the more theoretical professional man. This course will give a foundation in English, shop mathematics, shop physics, industrial materials, industrial methods, shop chemistry, mechanical drawing, history, and civics. Such a course will be of real value to any boy, whether or not he intends to enter an apprenticeship. The course has been approved both by the commandant and the California State Board of Education.

The instruction offered to the navy yard apprentice at Mare Island will be more comprehensive than in the past and all such instruction will be acceptable for credits to the University of California or any other similar college. The State Board will furnish instructors at the Mare Island apprentice school to teach English, mathematics, and shop physics, while the navy yard will furnish instructors in mechanical drawing and trade subjects. The navy yard school will continue and expand the work done previously in the Vallejo schools,

carrying the subjects along more extensively than in the past. All apprentice shop counselors will qualify for state instructors' credentials and the shop training will also become acceptable for credits in college entrance examinations.

Any boy who completes both parts of the plan of education outlined will be in a very advantageous position, as he will have:

- (a) A complete trade apprenticeship acceptable anywhere.
- (b) A diploma as a graduate of Vallejo High School.
- (c) Acceptable credits in subjects studied, should he desire to enter college.

As vacancies occur, apprentices will be called in accordance with civil service requirements. Pupils who have completed the special two-year course in state schools will take the same entrance examinations as other candidates, but they will have considerable advantage over other candidates due to the previous study of industrial subjects.

The magnificence of the opportunity offered the Vallejo students is shown in the following description of the Mare Island industrial yard, the machinery division, and the hull division:

The industrial portion of the Mare Island Navy Yard comprises the manufacturing, ship repair, and supply, which are handled by the machinery division, hull division, public works division, and the supply department, the latter department also providing services of supplies to ships of the fleet as well as to the industrial yard. The industrial portion of the yard is planned to care for construction and repair of all classes of naval vessels, including capital ships, auxiliaries, and destroyers. Industrial work for ships is divided between the machinery and the hull divisions.

The machinery division shops consist of machine shops numbers 1, 2, 3, and 4, brass and steel foundries, iron foundry, boiler shop, electrical shop, radio shop, copper shop, pipe shop, pattern shop, and central power plant. These shops are equipped to manufacture and repair turbines, shafting, pumps, valves, reduction gears. Diesel engines for submarines, gasoline engines, propellers, screws, bolts, studs, deck winches, steering engines, projectiles, boilers for all classes of vessels, all fleet electrical equipment and everything that enters into the general construction of a modern man-of-war. Attached to the electrical shop at Mare Island are gyrocompass, optical, electroplating and clock repair sections, and a physical laboratory. Mare Island is the main repair and testing station of the Pacific Coast for gyrocompasses and optical equipment.

This division devotes itself to the construction and upkeep of the hulls of vessels of the fleet. The principal shops are the mold loft, paint shop and paint manufacturing plant, boat shop, oxy-acetylene plant, forge shop, sheet metal shop, shipsmith shop, drop forge plant, galvanizing plant, shipwright and spar shop, rigging loft, sail loft, flag loft, joiner shop and shipfitter shop, two drydocks, structural shop, and floating crane.

M. A. GAUER, Superintendent of the Anaheim schools, installed a school cafeteria this September. For the first time in three years the attendance at the Anaheim schools has increased; 1433 are enrolled.

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NEWS AND COMMENTS

By HARR WAGNER

THE PUBLIC schools need more real men and women, as well as more money.

PERSONALITY is greater than good credentials. The combination of the two, however, makes ideal teachers.

THERE IS a slight reaction against tenure laws. The reaction is not due to the unsoundness of the principle, but to the discovery of abuse of the tenure of a few teachers who believe that tenure means liberty to defy supervisors' suggestions, leadership, and an honest day's work.

THIS JOURNAL is in hearty accord with William John Cooper in his strenuous advocacy of educational progress. The strange thing, however, about educational progress is that it is always necessary to visualize new ideals. Progress is the reverse of standardization, and leadership that is dependent upon the making of new laws is frequently handicapped by the very measures that are made a part of our official rules and regulation. Leadership of men and leadership of ideas bring less embarrassment.

THE EDITOR of this journal was once a leader for national prohibition. We have the law, but the ideals we were struggling for of self-control, poise, temperance, and character have not been coördinated with prohibition.

MASS EDUCATION is being subjected to severe criticism, and the individual instruction that prevailed for the progeny of the rulers of the Middle Ages is now in the ascendancy. The real educator is the man who holds to the good in the old education and augments the good in the new.

WILLIAM L. GAYLORD, chairman of the C. T. A. publicity committee, and E. G. Gridley, secretary of the Bay Section, have sent out some excellent publicity material for the December meeting. In this age of oversupply of publicity propaganda it is a real happiness to have an organization secretary who realizes that brevity and real factual material are of supreme importance. The publicity committee gives a list of speakers and a fascinating list of subjects, so that the advance bulletin has real value.

"THE LANGE BOOK" is ready for delivery" is quoted from the announcement of Arthur Chamberlain, 354 Pacific Building, San Francisco. The book contains over three hundred pages of closely printed material. It covers very completely the fundamental philosophy of Doctor Lange's educational life. It is a rare book of source material. It is not written, like so many books, of the mere expression of armchair philosophy sug-

gested by the reading of other books. This book goes deep in the mystical river of truth. Arthur Chamberlain assumed the full financial burden of this book. It should be in your library. Read it. Keep it. It will grow, like all real contributions to knowledge, of greater value as the years go by. Mr. Chamberlain's foreword is of unusual value, both as to content and literary style.

MRS. LENNICE EYRAUD, supervisor of art of the Kern County schools, has been appointed by Miss Helen Heffernan, director of the bureau of rural education, as chairman of the state committee to revise the "Suggestive Course of Study for Industrial Art in Rural Schools."

C. E. TEACH, Superintendent of Bakersfield elementary schools, has thirty-two new teachers on his force out of 155. By 1934 the system will be out of bonded indebtedness for school buildings.

THE TAFT elementary schools, James A. Joyce, Superintendent, won at the state fair five sweepstakes, three cups, seventy-two firsts, and fifty-four seconds.

FRANK M. WRIGHT, District Superintendent of the El Monte elementary schools, has had a 20 per cent increase in enrollment this year. Nine hundred and forty pupils are registered. An agitation for a bond election for more schoolrooms has already started.

MISS MAUDE PARHAM has been elected principal of the Buena Park Grammar School. Last year she was a teacher in the same school. Miss Parham is a graduate of Kansas University, and before coming to California taught in Kansas, and was in Kansas University extension work. Buena Park is adding another school building on the opposite side of town this fall.

THE VENTURA COUNTY Board of Supervisors is considering setting a date for the voting on a proposition for the promotion of a Ventura County Junior College. A site of fifty or sixty acres is being advocated.

MISS NORMA PEIRCE, who was for three years general rural supervisor in Napa County, has taken a similar position in the Santa Barbara county schools. Before taking up supervision, she was vice principal of the Jefferson Grammar School in San Diego. Miss Peirce is an earnest and careful supervisor, always bringing tactful help to the schools that need it.

MISS VERA MARZIAN is now the supervisor of music in the Santa Barbara county schools, coming to this position from the San Fernando High School, where she was director of music. Before coming to California Miss Marzian was supervisor of music in the schools of Dallas, Texas.

THE CORONADO SCHOOLS

By W. M. CULP

CORONADO, CAL., is an intimate place. Geographically it is a peninsula with the Pacific Ocean on one side and the Bay of San Diego on the other. Its only connection with the mainland is a long narrow strip of sand that runs south for several miles—a narrow barrier between ocean and bay. Coronado is a spot where the temperature is perhaps the most temperate and equable in the United States. Coronado is a place where homes are made. It is not an industrial city. It is a place where the inhabitants know each other and are interested in the well-being of each other. In Coronado flowers and palms and green lawns are a natural setting the whole year round.

The American school with its local board of trustees has been always designated as the background of our civilization. It is the unit closest to the hearth of every home. In Coronado, the

school is the biggest and liveliest activity in the community. The school in Coronado is not a mere place of children and teachers and administrators. It is the growth-shop of the whole city, in charge of an exceptional board of trustees, as well as of two excellent school heads.

The Coronado city schools for the last ten years have been under the guidance of two principals rather than a City Superintendent. It is a scheme that has had a most harmonious development. Fred A. Boyer is in charge of the elementary junior high work with a corps of twenty teachers; J. Leslie Cutler has charge of the senior high school with a faculty of thirteen. The high school has an enrollment of 226 and the grammar-junior high of 656.

There are two beautiful strictly modern buildings located in the center of the city. The buildings are so close together that the special teachers instruct for both elementary and secondary organizations, thus making a saving of equipment and room in the departments of domestic science, shop, music, and commercial. The programs are arranged so as to get the greatest use of this outlay. Classes are comfortably housed in all departments, and plenty of room is available, due to the building program of two years ago when nine classrooms were added to the grammar school. A late achievement has been the completion this summer of a beautiful bird-bath and tile fountain in the patio between the units of the grammar school plant. The high school is new, having been built four years ago to accommodate four hundred. The outstanding feature of the high school is its strictly modern theater and equipment, while in the grammar school the points of noteworthy interest are the kindergarten, gymnasium, and the type of classroom. Coronado was one of the first cities in the United States to erect a model kindergarten unit, and its open-air classrooms are of unusual interest.

In the character of her board of school trustees Coronado City is truly remarkable. General Joseph H. Pendleton, retired general of the Marine Corps, is a member. The general is very active and enthusiastic in his duties. In fact, from the number of civic organizations he belongs to he must feel as busy as when he was President, Council, and Secretary of State in Santo Domingo. In facetiousness, the general has been heard to remark that he spent forty-seven years in the army getting ready to become a school board member. General Pendleton is an Annapolis man and a strong Rotarian.

Chester A. Smith is the attorney member. Mr. Smith is very prominent in all civic affairs and is one of the leading young attorneys of San Diego County. Public education in general and that of the Coronado schools in particular holds his intense interest. Mr. Smith is clerk of the board. He is a graduate of Cornell University and a Rotarian. With a boy and a girl in the Coronado schools, Mr. Smith has an additional interest in the system's well-being.

A. A. Mathewson is president of the school board. Mr. Mathewson is Coronado's leading grocer by vocation and golfer by avocation. The Mathewsons are the oldest pioneer family in Coronado. Mr. Mathewson, senior, started the first grocery store in 1887. The business has been continuous. Mr. Mathewson arrived in Coronado at the age of one year. He has been on the job ever since. He is a product of Coronado's grade and high schools. Mr. Mathewson is a graduate of Stanford University. With four children in school he devotes much time and thought to the furtherment of school affairs.

The Coronado board of trustees is an outstanding board, consisting as it does of a retired general of marines, a professional man, and a business man. Life is represented in three angles on the board and that is perhaps why there is such harmony and growth, and is why this board has stood successively for three terms without opposition.

In the school's two executives, Fred A. Boyer in the elementary school and J. Leslie Cutler in the high school, the Coronado schools have two fine schoolmen. Both are interested in their work and in the city. Both are Rotarians. This year J. Leslie Cutler is president of the organization. The children of the Coronado schools are fortunate to be in such capable hands.

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ADVENTURING IN CALIFORNIA, YESTERDAY, TODAY, AND THE DAY BEFORE YESTERDAY, with authentic diary of two old prospectors from whom Bret Harte secured the material for "Tennessee's Pardner," by Jessie Heaton Parkinson. Illustrated. Price \$1.50. The diary has special value on account of its source material of the "days of '49."

VARIANT VOICES, a book of poems by Anna Rozilla Crever, with introduction by Ruth Comfort Mitchell. Price \$1.50.

WEST WINDS, a book of verse by the California Writers' Club. Introduction by Ina Donna Coolbrith. Price \$2.

AT THE SHRINE OF SONG, by Herbert Bashford. Library edition, \$1.50; de luxe edition, \$5.

HILL TRAILS AND OPEN SKY, by Harry Noyes Pratt. A book of California verse. Price \$1.50.

LIBRARY WINDOWS, by Retta Parrott of the City Library of Sacramento. Illustrated by James Holden. Price \$1.50.

CALIFORNIA WILDFLOWER SONGS, by Leila France. Price \$1. A collection of fifteen songs for children, including "The Buttercup," "Baby Blue Eyes," "Poppies," "Lupine," "Golden Rod," "California Holly," "Poison Oak," etc.

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STATE BOARD MEET

THE BOARD met in regular quarterly session at Hotel del Coronado, Monday and Tuesday and the forenoon of Wednesday, October 3-5, inclusive. On the adoption of the minutes, the board discussed and approved changes in the rules and regulations governing public schools to be incorporated in the 1927 school law. The major changes are as follows:

1. The curriculum formerly laid down for all junior college courses now applies to the junior certificate course only. The other junior college courses were left without prescription.

2. The minimum requirements for graduation from the high schools of California were changed to read as follows:

English, 30 credits (three years); United States History and civics, minimum 10 credits (one year); a laboratory science, minimum 10 credits (one year); a second major of at least 30 credits (three years) in any of the ten subjects listed. (In the old rules and regulations, two majors chosen from the five academic subjects listed were required.)

Sections II, XII, and XIII, school attendance, junior college courses of study and high school courses of study, respectively, were adopted and approved until June 30, 1928, only.

Mrs. Dora A. Stearns was unanimously elected vice president of the board.

The following named persons, who had been appointed by the Superintendent of Public Instruction, were confirmed as members of the California Curriculum Commission: Fred M. Hunter, City Superintendent, Oakland, four years; Merton E. Hill, principal high school and junior college, Ontario, four years; L. E. Chenoweth, County Superintendent, Bakersfield, three years; Gladys E. Morehead, classroom teacher, Los Angeles, three years; Nell Breen, elementary principal, San Diego, two years; Willa A. Marsh, junior high school, Fresno, two years; John A. Hockett, University of California, one year; Julia L. Hahn, kindergarten-primary, San Francisco, one year; Ethel Salisbury, University of California at Los Angeles and city; Katherine Barnett, music, Santa Barbara State Teachers College; William John Cooper, Superintendent of Public Instruction.

The secretary submitted a statement of the status of the language textbook situation, together with certain recommendations, which were adopted. These recommendations required that the textbook committee of the board gather all available evidence and formulate a report for action at the January meeting, and that it is the sense of the board that an adoption be made at the January meeting and the new books be ready for distribution for the opening of the schools in September.

The matter of the time and place of the high school principals' convention was considered and referred to the secretary with power to act.

The secretary reported on a proposed study

on problems of secondary education, on the progress of the codification of the school law, and on the progress of the investigation of educational facilities of the deaf.

The secretary's recommendation regarding the investigation of supplementary textbooks required by chapter 581 of the statutes of 1927 was approved.

At a meeting with the state teachers' college presidents, a modification of their rules was adopted to the effect that when part of a curriculum has been completed in one California teachers' college and part in another, a student may be graduated from either upon an arrangement as to units done in residence; and the board listened to reports from President Phelps upon the steps being taken to acquire an athletic field at the Santa Barbara State Teachers College and upon the donation of a Lincoln library by Mr. and Mrs. William Wyles of Santa Barbara to the college, and President Osenbaugh upon the steps taken in connection with the handling of the college in temporary quarters.

On Wednesday morning the board gave attention to its new functions as trustees of the California State Historical Association and requested Doctor Owen C. Coy to prepare an outline of plans for submission to the board at its next meeting.

Retirement salaries were granted as follows:

Five Hundred Dollars Per Annum—Mrs. Fannie P. Bronson, San Francisco; William A. Caldwell, Berkeley; Mrs. Mary E. Dunster, Los Angeles; Frances M. Edwards, San Francisco; Walter Huddleston Graves, Carpinteria; Anna M. Grozelier, San Francisco; Rosalie Harby, San Francisco; Anna Celia Herndon, San Francisco; Sophia A. Hobe, Menlo Park; Mrs. Cassie L. Ives, St. Helena; Anna R. Jackson, Napa; Minnie D. Johnson, Tustin; Patrick P. Kennedy, Riverside; Mrs. Daisy B. Lawton, San Rafael; Elizabeth S. Louderback, San Francisco; Mrs. Charlotte E. Lynch, Piedmont; Mrs. Lutetia A. Maxwell, Napa; Julia McDonald, San Francisco; Helen Frances McFarland, San Francisco; William Andrew Mullins, Los Angeles; Anna M. Richardson, Oakland; Margaret Annie Rollins, San Francisco; Jennie M. Ross, Covina; Helen M. Rutherford, San Francisco; Manuela G. Salcido, San Francisco; Joshua Dean Simkins, East San Diego; Zella Springsteen, Napa; Clara C. Steinmetz, Seabright; Janet K. Storrie, Oakland; Mrs. Jennie J. Wade, Los Angeles.

Under Section 9 of the Law—Mrs. Laura M. Carver, Santa Monica; Callie M. Darnell, Los Angeles; Mrs. Florence B. Delano, San Diego; Christine Littebrant, Stockton; Ralph W. Maltbie, Tujunga; Eugenia Murray, Monterey; Mrs. Eva H. North, San Francisco; Mabel D. Pratt, Los Angeles; Sheldon W. Shafer, Porterville; A. Clarence Smith, Los Angeles; Clara M. Stoddard, Merced; Mrs. Alice R. Whitford, Santa Barbara.

The board adjourned to meet in Sacramento, January 3, 1928.

Respectfully submitted,
WILLIAM JOHN COOPER, Secretary.

BACK TO THE OLD HOME

By ELIZA D. KEITH
Principal of Sherman School, San Francisco

MRS. FANNIE P. BRONSON, late of the San Francisco School Department, of which she has been an honored member for a number of years, has

resigned from the ranks of teachers with an enviable record both as a teacher and a principal.

Her work among the primary children was marked by great success, and her method of teaching reading brought quick and satisfactory results. As principal of the Andrew Jackson School, Mrs. Bronson displayed characteristics that marked her as a wonderful executive, an inspiring leader, and a true and loyal friend to all her teachers. Under her inspiration, the Parent-Teacher Association was a large and enthusiastic body, anticipating the needs of the school and rising to meet them with great unanimity and success.

Mrs. Bronson comes from a family of educators. Her father, the late Judge R. F. Peckham, was responsible for the establishment of more than one public school in the central valley region. The late Mrs. Mary A. Pilot, dean of history in the San Jose High School, was an elder sister, and Miss L. Angelina Peckham, vice principal of the Yerba Buena School, is another one of the talented Peckham family.

It is with great regret that her associates witness the departure of Mrs. Bronson from the San Francisco school department, but she is to be congratulated that she carries with her the love and the esteem of all who knew her, and also for the fact that she is going back to the old home in San Jose, where she will dispense the same generous hospitality for which the Peckham home has so long been the exponent. Her host of friends in San Jose are eager to welcome her back to their social circle, but those of us who have known and loved her in San Francisco, for her sterling worth and splendid loyalty, rejoice that Mrs. Bronson will still retain her residence in San Francisco, alternating between the two cities of San Francisco and San Jose.

We know that at all times her great big heart will turn back to all of us with love, and often with longing, but we feel assured that in the life that now opens before her, in the carrying out of plans not possible to the school teacher-principal and in education, she will fill her leisure with accomplishments and achievements that will bring satisfaction to her and pride to all her friends.

We wish her every success in all her undertakings and only ask that she may think of us, as we shall think of her.

This is a copy of the letter sent to Mrs. Bronson announcing her retirement:

October 8, 1927.

"Mrs. Fannie Bronson, Principal Andrew Jackson School, San Francisco, Cal.

"MY DEAR MRS. BRONSON: On the announcement of the Board of Administration of the City Employees Retirement System of San Francisco, that you were retired October 1, 1927, the Board of Education directed me to extend to you

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its congratulations on the long and highly successful service you have completed, now that you have come to the end of your administration as teacher and principal in the public schools of the city of San Francisco.

"Yours has been a service of highest value to your city and to your state, a labor of love and devotion to duty, and service efficiently rendered. This service has registered itself in the lives of many useful citizens, and will, through them and those they contact, continue to be a potent force for good through the long years ahead.

"The Board of Education deeply regrets the loss after October 1, 1927, of your services, but it realizes that you have richly earned the right to retire from these duties.

"May your future be filled with the satisfaction that comes from the knowledge of good work well performed. The board hopes that it will be a pleasure to you to know that you retire with the affection of those you taught, the esteem of your fellow citizens, and the kindest wishes of the administrators of the Department of Education.

"With high personal regards, I am

"Very truly yours,

"M. R. NORRIS,

"Secretary Board of Education."

REPORT OF PUBLIC SCHOOLS

CALIFORNIA boasts 5636 public educational institutions exclusive of her universities, it has been announced by the State Department of Education. The schools were classified as follows: Elementary schools, 4125; kindergartens, 907; high schools, 466; teachers' colleges, 7; junior colleges, 10; junior high schools, 121.

WITH THE AIM of standardizing school work in the Coastside schools of San Mateo County, an organization of teachers and trustees is being formed. The organization is encouraged by the County Superintendent, Pansy Abbott, and the rural school supervisor, Miss Freeman, who has instituted a new line of work. Mrs. Eleanor Mahoney, former supervisor of speech correction, states that classes in that work have been begun in a number of the schools. One of the schools that is meeting with especial success in this line of work is the Moss Beach school, where Mrs. Bessie Olson and Miss Meadows have been trying it out. The following represent the staffs of the Coastside schools: Halfmoon Bay—H. O. Olson, principal; Miss Agnes Gilcrest, Miss Belle Vallejo, Mrs. Florence Merta, and Mrs. Mabel Valladoo. Moss Beach—Mrs. Bessie Olson, principal, and Miss Crystal Meadows. Montara—Miss Frances Reynolds. Purissima—Mrs. Lynch. Tunitas—Mrs. Wainwright. Higgins—Miss E. Foss.

THE TRUSTEES' INSTITUTE for this year in San Diego County was an unqualified success, according to report. Many districts sent more than the regular delegate, and in some instances the complete board was present. Mark Keppel's discussion of the school law was timely. His participation in the conference of the trustees in the afternoon was an outstanding feature of the success of the convention. Ada York is County Superintendent of Schools.

ARTHUR H. CHAMBERLAIN, former secretary of the California Teachers Association, is in the East, where he is scheduled to give a number of talks. He will appear before the Missouri State Teachers Association and make two addresses and is scheduled for several lectures before the Arizona Teachers Association.

The Muzzey Histories Popular in Pacific Coast Territory

In California, Washington, Nevada, Utah, and Idaho, where each school chooses the book to be used — i. e., where the teachers of the subject select the book to be placed in the hands of their pupils—MORE HIGH SCHOOLS USE MUZZEY'S HISTORIES THAN ARE USING ALL OTHER AMERICAN HISTORIES COMBINED.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Los Angeles County Free Library

FOR A TRUE conception of California county free libraries many of them should be visited. There is a common purpose which is always apparent, but the scope of the service and the methods employed are determined by local conditions. The observer at least should see a county library in a county having small assessed valuation where the librarian is hampered by small funds and topographical difficulties and contrast it with one in a county with large resources and excellent transportation facilities in order to have a better understanding of the library service given by our far-famed California county free libraries. Nevertheless it is an inspiring experience to visit the large county libraries that are untrammelled in their development.

Reports from the Los Angeles County Free Library, the largest one in the state, leave one dazed by the magnitude of its service. It is a big business institution with six departments comprising a staff of forty-seven. The head of each department makes a written report annually to the county librarian. The reports for the year ending June 30, 1927, reveal most interesting facts.

The book order department shows the following purchases of books: For the branches' collection (including four high schools), 34,968 volumes, costing \$53,263.14; teachers' library, 1226 volumes, at a cost of \$1793.15; supplementary textbooks for elementary schools, 50,752 volumes, totaling \$36,405.35.

The total number purchased, 86,946, included new titles and replacements of lost and worn-out books.

The work of rounding out the larger branch collections has been continued. Much valuable reference material has been bought. In addition to books, 179 music records have been purchased for use in the schools. They include classical and semiclassical subjects; also a complete set of educational records graded to correspond with a series of music readers used in the schools.

The catalogue department reported 39,715 volumes catalogued during the year for the community, high schools, general hospital, and teachers' library branches. To the 39,715 volumes mentioned should be added, for purposes of cataloguing comparison, the 13,381 actual titles catalogued for the larger branches during the year. This constantly growing function is hard to visualize since the work is done from official records rather than from the books themselves.

The shelf-listing and cataloguing of 1555 bound volumes of periodicals, the completion of an official union catalogue for the high schools, and the cataloguing of 150 music records were some of the other accomplishments of this department over whose desks "pass in crowding succession the big parade of books."

The head of this department is also editor of *Books and Notes*, the official publication of the Los Angeles County Free Library.

The binding and workroom department presented a statistical report showing an astonishing amount of work done during the year. Besides regular routine work this department made covers for the library bulletin, *Books and Notes*, and for "Instructions to Branch Librarians," which were sent to each branch of the county library. Many posters and various kinds of signs were made for the branches.

By means of an electric stylus and gold leaf, 150 victrola records received call numbers and the property mark "L. A. Co. Library."

The service given by the county library to the teachers and pupils through its school department and teachers' library is almost incredible. There are 15,168 volumes in the teachers' library and subscriptions are carried for fifty of the best educational magazines. There is a constant demand for strictly professional reading. By means of parcel post, teachers one hundred miles away from the main library are supplied with books without difficulty. During the year there were seven hundred new applications for teachers' cards, and the circulation from the teachers' library numbered 16,398.

The school department serves 109 elementary and four high school districts, which comprise 153 school buildings. During the year, 1295 visits were made to the schools. Most of the books are delivered by truck, but parcel post is used for sending books to the more distant schools and for rush delivery. The truck for this department maintains an average daily mileage of about 110 during the school year. From two to seventeen schools are visited a day, depending on the distance and the amount of work to be done. Through

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the visits of the head of the department and assistants a close contact is made with the teachers.

During the year, 114,286 supplementary books, 244 maps, 30 globes, 64 sets of encyclopedias, and 21 unabridged dictionaries were delivered and 135,139 supplementary books were returned. An extra effort was made this year to clear old charge records and to have worn books and books not being used returned to the library for mending and discarding.

A special piece of work this year has been to provide each school with a card index recording the county material at the school. The aim is to have each index complete by the opening of school in the fall so that accurate records may be kept hereafter.

Four high schools have been served by contract with the county library. The library purchases books and magazines ordered, catalogues the new books, and looks after the binding of books and periodicals. The books originally a part of the high school libraries are being catalogued. The department has made thirty visits to the high schools during the year and delivered 1823 books, besides assisting in problems of reorganization and in securing reference material.

The school department has two special aims for the new year: to assist the schools in securing a more orderly arrangement of their books and records, thus increasing the usefulness of their stock, and to work with the children's librarian in maintaining high standards of reading among the young people in the county schools.

The branch department furnished general reading through 166 community branches to an estimated population of 410,000 over an area of 3459 square miles, including the islands of Santa Catalina and San Clemente. In suburban sections some of these branches have the aspect of small-town libraries, with a circulation ranging from 50,000 to 80,000. Many small branches are located in the moun-

tains and on the desert. The most distant one is 116 miles from the headquarters of the county library.

To these branches, large and small, were sent 2828 shipments, varying in size from 75 to 300 volumes. County library trucks carried 1064 shipments, and 1764 parcel post shipments filled 19,070 special requests sent in by borrowers during the year.

The selection and preparation of shipments to round out and bring up to date the branch collections that lack certain titles and subjects is one of the chief functions of the department. A total of 90,051 volumes were sent out during the year. The volumes returned from the branches because worn out, in need of repair, or for purpose of exchange, totaled 68,809. On June 30, 1927, there were 21,242 more volumes deposited at the various branches than there were on the same date last year.

The home use of books representing a circulation of 1,701,088 meant a gain of 239,685 compared with the year ending June 30, 1926. Greater liberality in loaning books, time and effort spent in filling requests, and the rounding out of book collections were the apparent reasons for this gratifying increase in the use of the library by its 91,945 registered borrowers.

The branch department car was out 285 days with additional service from the school department and a supply car for sixty-four days during the year. The county librarian made 153 visits and other staff members 1102 visits to branches, and branch librarians made 251 calls to the department. In addition to these calls sixty-three branch librarians attended one all-day meeting held at headquarters. The staff visitors find a unity of purpose and greater efficiency in the work of the branch librarians, which they attribute in part to this contact.

A future need that is receiving consideration is provision for more instruction for branch librarians than can be given by the staff visitor at the time of the regular visit.

The department of work with children, established in January, 1927, and the reference department, established July 1, 1927, give promise of being strong factors in the Los Angeles County Free Library system.

A children's librarian has been appointed. A count made in June of the number of juvenile books in the county library disclosed a total of 86,636 volumes. The number added during the year ending June 30, 1927, was 17,068, or 49 per cent of all books catalogued.

The first concern of the children's librarian has been an attempt to supply each branch with an adequate and basic collection of the best juvenile books. Each custodian will thus be assured a more permanent stock of standard titles with which to work, while the more ephemeral titles will circulate from place to place, keeping the collection varied.

Sixty-two branches were visited by the children's librarian between January and July. The purpose of these visits is to talk over individual problems branch librarians may have in bringing boys, girls, and books together; to visit schools to talk about books; to read with the boys and girls themselves; and to attend parent-teacher associations and club meetings, where the importance of right reading for children may be impressed directly upon those who are with the children every day.

The reference department will take care of the large increase in reference work that comes from individuals all over the county, as well as from the branch and school libraries.

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The volume of work done by the Los Angeles County Free Library is amazing, yet the tax rate for the support of the library is only four cents on each one hundred dollars of assessed valuation taxable for county purposes. The cost to the individual taxpayer is very small, yet the returns are very great.

Notes

PRESSURE of applications for the year course of the Riverside Library Service School has been such that plans have been made to increase the enrollment from sixteen students to twenty-five for the course beginning Tuesday, January 3, 1928.

"THE AMERICAN COUNTY" is the official publication for the eleven Western States County Officials Association comprising 410 counties; also the County Supervisors Association of California, County Supervisors Association of the San Joaquin Valley, and Washington State Association of County Commissioners. In the September issue of this journal, under special articles, the leading place is given to an excellent article on "The Kern County Free Library, or What Four Cents Can Do," written by Mrs. Julia G. Babcock, librarian of the Kern County Free Library.

ON OCTOBER 31 Milton J. Ferguson and family returned from a trip to Europe. Mr. Ferguson was sent as the guest of the Carnegie Endow-

ment for International Peace. He represented California at the meeting of the British Library Association at Edinburgh and delivered an address on California county free libraries.

MISS SARAH McCARDLE, county librarian of Fresno County, was granted a month's leave of absence by the Board of Supervisors in order that she might make a trip to the Hawaiian Islands.

DURING September Green Mountain, Oakvale, Hornitos, and Coulterville school districts of Mariposa County joined the Merced County Free Library. All of the schools of Mariposa County are now branches of the Merced County Library, which is serving Mariposa County by contract under the provisions of section five of the county library law.

THE NEW building of the Saratoga branch of the Santa Clara County Free Library was opened to the public recently. This building is a tribute to the civic enterprise of the people of Saratoga, as it was erected by them from local subscriptions.

DURING October the county library organizer of the state library attended the annual convention of County, City, and District Superintendents of Schools. Visits were also made to county libraries in San Diego, Imperial, Los Angeles, and Orange counties.

WESTERN AUTUMN DISPLAY

AN EVENT of much interest to nature lovers, teachers, and students will be held at the Thomas Welton Stanford Art Gallery at Stanford University, November 23 to December 4. The Wild Flower Conservation League is sponsoring a Western autumn out-of-doors display in the interest of conserving the wild birds and other disappearing forms of wild life and their natural food supply. Members of the junior bird and wild flower clubs are contributing nature posters to help carry out the idea. Inferential groupings of native birds, the autumn berries, nuts, seeds, cones, and specimens of native shrubs, trees, and late-blooming wild flowers will be of interest to many. There is also to be a seashore exhibit, "treasures of the ebb tide," etc. The affair is being arranged under the personal direction of Bertha M. Rice and Roland Rice of Saratoga and Roxana Ferris of Stanford University. Notable scientists are aiding with the natural history display, which will be open to the public on the above dates from 10 a. m. to 5 p. m. daily.



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NORTHERN C. T. A. ELECTION

R. W. EVERETT, Sacramento educator, has been elected president of the California Teachers Association. He succeeds Mrs. Elizabeth Hughes of Durham. The biennial convention of the association chose C. K. Price, Orland, vice president; Mrs. Minnie Gray, Yuba City, secretary, and J. D. Sweeney, Red Bluff, treasurer. Other officers chosen by the northern section of the association were: Executive committee—E. A. Powers, Chico; Miss Lauretta M. Ferguson, Sacramento; Curtis Warren, Marysville; C. E. Coupe, Washington; E. H. Paden, Vacaville; S. P. Robins, Chico. State council—Ethel I. Baker, Fruitridge; E. I. Cook, Sacramento; R. E. Golway, Sacramento; C. C. Hughes, Sacramento; Mrs. Elizabeth Hughes, Durham; Julia M. Donovan, Sacramento.

CALIFORNIA HISTORY

THE OLD IDEA that California was an island, according to the earliest maps of the world, is refuted by an interesting volume which has come into the possession of the Pomona College Library.

It is a well-known fact that California was regarded by map makers and geographers as an island as late as 1702, but that this was evidently refuted by one of the earliest geographers is shown in an original copy of Mercator's Atlas now in the Pomona College Library.

Mercator's Atlas was first published by Hondius in Holland in 1636 and later was corrected in 1702. An original edition of the account of the conquest of Florida by De Soto refers to the "Island of California," while Mercator's Atlas shows California to be a part of the mainland.

Among other priceless treasures possessed by the Mason Library of California and Western American History housed in the library of Pomona College is a leaf from the original Gutenberg Bible printed in the illuminated block type of 1453. One volume of the second edition of De Vaca's exploration of the Americas, first published in 1565 and now valued at more than \$1925, is also in the possession of the library. Copies of Sacramento and San Francisco directories in the days of the gold rush are filed in the library and are of unique value because of the names contained therein and because of the advertising.

THE Sutter County Teachers Association met on October 18 and elected the following to office for the coming year: President, Thomas L. Nelson, Yuba City High School; first vice president, Frank E. Willard, Central Gaither Union School; second vice president, Minnie M. Gray, County Superintendent of Schools; third vice president, Isabelle C. Jackson, Pleasant Grove Union School. All active teachers are members of the association, and this year the membership numbers 130. The group meets four times a year at the various high school buildings.

C. C. HUGHES, City Superintendent of the Sacramento schools, has leased ground for the school board in the Homeland District, Sacramento, where temporary school buildings for elementary children are to be built to fill immediate needs.

ENROLLMENT in the schools of Alhambra is this year 1009 greater than last year, according to figures recently compiled.

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WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

WILLIAM HUBERT, at one time principal of the Garfield School, Santa Barbara, and recently principal of the Pacific Beach School, San Diego, has accepted a position as Superintendent of Schools, Samoa. He will sail in January to begin his new work.

RAYMOND R. HUTCHINS, editor of the *Teachers Club Bulletin*, Santa Barbara, and newly appointed head of the research department, edits a newsy and interesting bulletin each month for the Santa Barbara city schools.

RAYMOND R. HUTCHINS has been appointed director of research in the city schools of Santa Barbara. This is a new department which was established during the summer. Paul E. Stewart is City Superintendent of Schools.

BOY STUDENTS of the Biggs Union High School who are taking shop work have started construction on new buildings for the high school plant. They are going to build a garage for the four school busses, a tool shop, and a room for agriculture classes. W. E. Wright is head of the machine shop. The school trustees were allowing \$2000 for this work, but the instructor says that it can be done by the students for one-half of that sum, thus saving the school district \$1000 and at the same time giving the boys practical experience.

MRS. MINNIE M. GRAY, Superintendent of Schools, Sutter County, was elected chairman of the committee on nominations for the state convention of School Superintendents at the Coronado convention recently.

THE OPENING of three migratory schools in the Corcoran District, San Joaquin Valley, to accommodate the children of cotton pickers is announced from the office of the State Superintendent of Schools. Three teachers have been employed to conduct the work. Another migratory school is to be established in the Dallas District.

R. F. SAUNDERS has been elected to the position of mathematics instructor of the high school faculty in Mantea. He is taking the place of Elmer R. Baddley, who has resigned in order to enter the commercial field.

C. L. HUBBARD of the Visalia Union High School has been elected president of the Tulare County English teachers' group. Miss Julia Gunther of Tulare is the secretary of the organization.

DECEMBER 17, 19, and 20 are the days set for the American Vocational Association, which will meet in Los Angeles. The Biltmore Hotel is to be the headquarters of the convention. Educators from all parts of the United States will be in attendance. The Frank Wiggins Trade School will be visited at one of the sessions. Edwin A. Lee, director of the division of vocational education, University of California, Berkeley, is president of the association.

GOVERNOR C. C. YOUNG has suggested in a letter to State Superintendent of Schools William John Cooper that Education Week be "the starting period for awakening all California to our responsibility for better acquainting ourselves with the work of our schools."

ALICE G. WHITEBECK, librarian of Contra Costa County, issued some excellent suggestions regarding activities for Book Week in her monthly leaflet, "Library Link."

THE NEW \$12,000 schoolhouse at Sheridan, near Wheatland in Yuba County, is now being occupied. Dedication took place October 16.

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DECORATIVE MOTIVES OF ORIENTAL ART, by Katherine M. Ball: The author of the book was formerly supervisor of art in the San Francisco schools. It is said this volume contains matter on the significance of oriental folklore and art, the result of the author's research, that has never been published before. Though originally intended for students of oriental lore and art, the book is meeting two other demands—those made by museums and those made by educators. Included is a compendium of new legends and a symbology which has the potentiality of stimulating the imagination of students, and a veritable library of illustrations of great beauty which should establish new standards of pictorial and decorative design. In all, there are thirty-five chapters in the book, beginning with the dragon and concluding with the dragon fly. The intervening chapters are devoted successively to four-footed beasts, reptiles, fish, birds, and insects. The innumerable deities, historical personages, as well as trees, plant life, rocks, clouds, and the various manifestations of wind and weather, and 676 illustrations, including many masterpieces of oriental sculpture and paintings, make the book complete. The book itself is a beautiful one, embodying the simplicity and elegance of oriental art. The illustrations are inserted in the text. (Dodd, Mead & Co., 443 Fourth Avenue, New York; John Lane & Co., London. Price \$15.)

A TREASURY OF TALES FOR LITTLE FOLK, selected by Marjorie Bruce, with eight full-page color plates and one hundred line drawings by Honor C. Appleton and Nora Fry: Here is a handsome and delightful book of stories, old and new, that children never tire of listening to. The book contains within its covers a veritable library, and owning such a collection of stories in one volume will save many a mother, teacher, and story-teller much time and trouble in searching for suitable material. Some of the popular stories included are selections from Arabian Nights, from the works of Hans Christian Andersen, folk stories from different nations, and the good old stories such as Red Riding Hood, Hansel and Gretel, Jack and the Bean Stalk, Sleeping Beauty, etc. The little folk who are allowed to possess or look at the book will revel in the quaint and artistic drawings that lend action and fun to the tales. (Thomas Y. Crowell Company, 393 Fourth Avenue, New York. Price \$3.)

HOW THE INDIANS LIVED, With Silent-Reading Exercises by Frances R. Dearborn: The author of this book, who is supervisor of third and fourth grades, course of study department, Los Angeles city schools, has accomplished a vast amount of research work and study to produce this thoroughly delightful book for children. The very word "Indians" is one to arouse interest, and the idea of entering into the intimate details of Indian life will prove fascinating to young folk. The material has practical project values. Mrs. Fannie Barnum, teacher in the United States Indian School, Santa Fe, N. M., assisted in obtaining original sketches by Indian children. (Ginn & Co., 15 Ashburton Place, Boston, Mass. Price 76 cents.)

STYLE-BOOK FOR WRITERS AND EDITORS, by C. O. Sylvester Mawson: No better comment can be made on this book, perhaps, than the

one which appears on the jacket: "Are You Infallible?—In the use of compound words? In correct word division? In variants of spelling? In the use of capital letters? In the refinements of punctuation? In the use of correct English? In the preparation of copy? In the technique of proof-reading? In other vexatious matters of detail? If not, you will need this book!" And you will, for it is full of aids for teachers, as well as writers and editors, from cover to cover! (Thomas Y. Crowell Company, 393 Fourth Avenue, New York. Price \$1.50.)

PICTURESQUE PORTO RICO, Stories and Poems by Elizabeth Kneipple Van Deusen: The author of this attractive and interesting volume is special supervisor of English, department of education, San Juan, Porto Rico. Doctor Cayetano Coll y Toste, historian of Porto Rico, who wrote the introduction, praises the authenticity of the material and says that in "spirit and substance these stories and poems are Porto Rican." And aside from that viewpoint of the book, the stories, to the average reader, offer much that is picturesque, different, and charming. The stories are suitable for supplementary reading in upper elementary grades and junior high schools. Illustrations are photographs. The atmosphere and beauty of the poems furnish a fitting accompaniment to the stories. (Silver, Burdette & Co., 39 Division Street, Newark, N. J.)

CIVICS OF MY COMMUNITY, a Laboratory Text and Manual in Community Civics, by J. Wesley Foote: These outlines are in four books, and the material is thought provoking and stimulating, as the children must observe and study their surroundings in order to do the work. Good and original ideas are embodied in these outline books. (World Book Company, Yonkers-on-Hudson, New York. Price 68 cents each.)

TEACHING ENGLISH IN THE JUNIOR HIGH SCHOOL, by Edward Harlan Webster and Dora V. Smith: Contains fundamental principles in the teaching of English composition in the high school. (World Book Company, Yonkers-on-Hudson, New York. Price \$2.)

THE TEXAS RANGER, A Story of the Southwestern Frontier, by James B. Gillett in collaboration with Howard R. Driggs: One of the Pioneer Life series, full of dramatic history in vivid detail. Good supplementary reading for intermediate grades. (World Book Company, Yonkers-on-Hudson, New York. Price \$1.20.)

CHILDREN OF THE GRIZZLY, How They Learned the Secrets of Health, by Sadye Madalene Hageman in collaboration with Alfred Oswald Shedd: Indian tales of life and adventure that carry certain values and great interest. New approach to health study. (World Book Company, Yonkers-on-Hudson, New York. Price \$1.)

HEALTH THROUGH PREVENTION AND CONTROL OF DISEASES, by Thomas D. Wood and Hugh Grant Rowell: Presentation of a systematic health program to make the school a health center. (World Book Company, Yonkers-on-Hudson, New York. Price \$1.)

MANUAL OF OBSERVATION AND PARTICIPATION, by Alonzo F. Myers and Edith E. Beechel:

This is one of the American Education Series edited by George D. Strayer. It is the purpose of the book to lead the student to discover and apply the principles which underlie successful teaching and it is designed to serve as a direct preparation for student teaching. The manual may be used as a bound book or the leaves may be detached and placed in a notebook. All ordinary problems that confront the teacher receive attention. The main heads of the book include: Achievement Problems; Observation of Children; Study of Management; Observation of Teaching; A Study of Types of Learning and Teaching and Lesson Planning; Personality. (American Book Company, 100 Washington Square, New York.)

"TIMELY TRANSCRIBING TRAINING" is the title of a practical pamphlet issued by Frances Effinger Raymond and Elizabeth Starbuck Adams of the Pacific Coast branch of the Gregg Publishing Company. The purpose of the leaflet is briefly given before the helpful suggestions follow: "From many sources come comments or suggestions for systematic training in transcriptions. Each year we get hundreds of inquiries for a course of study or program to cover the problems of transcription. The topics in this bulletin are offered for discussion. The suggestions and outlines are planned to give assistance to teachers who are in schools where stenography is considered a vocational study, a preparation for the office."

A NEW BOOK OF POETRY

"GLORIA AMORIS, Sonnets, and Other Poems, With Notes on Personal and Objective Poetry," by Charles Daniels of Los Gatos, Cal., has just been published by the Harr Wagner Publishing Company. This book is considered by expert readers as one of the finest contributions of classical poetry of the modern school that has appeared for some time. There are lines of vibrant beauty and there is much artistry displayed in the interpretation of the various moods and fancies of the poet. The book is attractively printed and bound and sells for \$2.

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DECEMBER, 1927



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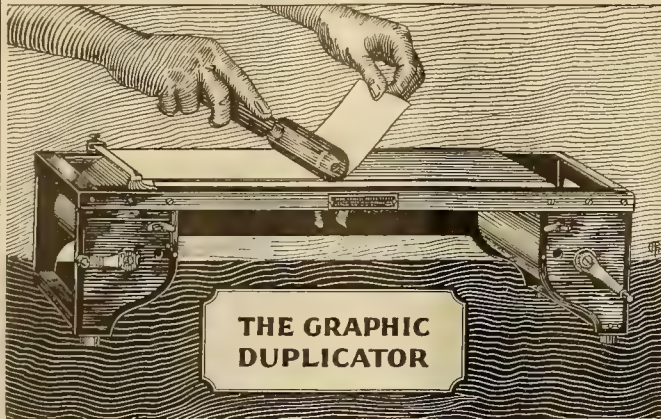
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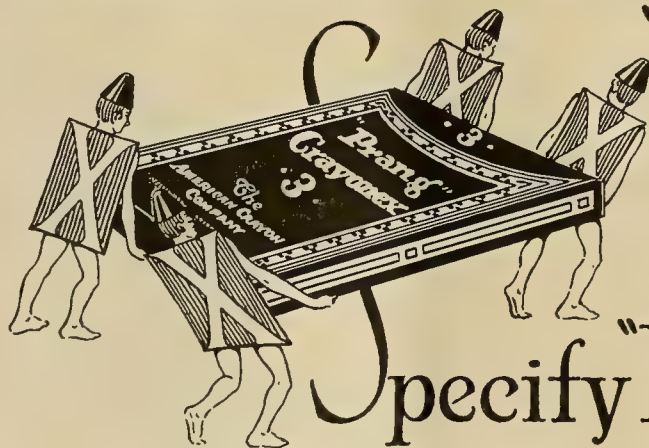
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VOL. XXXIII, No. 12

SAN FRANCISCO, DECEMBER, 1927

PRICE, 15 CENTS

THE NEW ASSISTANT

A Metric Play by Alton L. Hall and the General Science Class of Bishop High School, Bishop, Cal.

[With the exception of CREAKY, no costumes are necessary beyond a band of muslin fifteen centimeters wide for each nation. The band bears the name of the country represented, and is worn right shoulder to left hip. These bands, ready for use, may be borrowed from the author. A minimum of nine actors is required. One of them should be a girl. As many as fifty-nine could be used. (See list of nations using the metric system in *The Journal of Chemical Education* for January, 1925, page 64.) The time is supposed to be 125 years ago, but changes to the present during the play. The curtain rises showing FRANCE seated at a desk or table right center.]

FRANCE: Creaky is too slow; yesterday I wanted to know the cost of one pencil when the price per gross was given, and it took him so long to find it that I went away and left him figuring. I hear that there is a young lady, recently arrived, who can tell the answers instantly, without writing a figure.

MISS METRIC (*entering from right*): Good morning, sir; would you like to hire an assistant for your office?

FRANCE: Meaning you?

MISS METRIC: Yes, sir.

FRANCE: What can you do?

MISS METRIC: Weigh and measure, and reduce and compute.

FRANCE: I have an old servant who looks after my accounts; I doubt whether you can do the work.

MISS METRIC: You might give me a trial, sir.

FRANCE (*shouts toward left*): O, Creaky! Come here a minute. (*Creaky enters from left. He is bent, and leans on a yardstick.*) Creaky, this is Miss Metric, who is applying for your position. Show her how quickly you can do your work. This platform is, say, thirty-two feet ten inches long; how many inches would that be?

CREAKY: Did you say how many inches?

FRANCE: Yes.

CREAKY (*crosses behind Miss M. and goes down right to a blackboard*): Let me see . . . (*multiplies it out, naming the figures as he works*), 394, sir.

FRANCE: Well done, Creaky. Now, Miss Metric, it is your turn. This room is, say, thirty-two meters and ten centimeters long. How many centimeters would that be?

MISS METRIC (*confidently*): Thirty-two hundred and ten, sir.

FRANCE (*surprised*): But you didn't figure it.

MISS METRIC: I didn't need to. I have the advantage of your servant in that where he had to multiply by twelve, I had only to multiply by one hundred, and I can do that in my head.

(CREAKY wipes his forehead.)

FRANCE: Simple! Let's try another kind. Creaky, what fraction of a mile would your thirty-two feet ten inches be?

CREAKY: Fraction of a mile?

FRANCE: Yes.

CREAKY: Let me see . . . A mile is 5280 feet. I'll have to change that to inches.

(He figures it out on the blackboard, and finally announces the result.)

FRANCE: And now, Miss Metric, what fraction of a kilometer would your thirty-two meters and ten centimeters be?

MISS METRIC: Thirty-two thousandths, sir. The exact figures are 0.0321.

FRANCE: Well, I'll be hanged. How do you do it?

MISS METRIC: Here, again, I had the advantage over your servant. He had to divide by 5280 times twelve; I had only to divide by one thousand, and I can do that in my head; just move the decimal point three places to the left. (*To the audience*): I do all my measuring and weighing in the same way that you count your money. (*Shows meter.*) In your money, ten mills make one cent; here, ten millimeters make one centimeter. You have ten cents making one dime; I have ten centimeters making one decimeter. You have one hundred cents making one dollar; I have one hundred centimeters making one meter. The problem he gave me is as though someone should ask you how many cents there are in thirty-two dollars and ten cents. You could answer at once: thirty-two hundred and ten. Or what fraction of a thousand dollars thirty-two dollars is—it is 0.032. In changing from one denomination to another, I never have anything to multiply or divide by except ten, one hundred, or one thousand, and I can do that in my head.

VOICE (*off stage, left*): Creaky! Where's Creaky! Here he is. (FRANCE seizes CREAKY and marches him across stage to meet the nations.)

FRANCE: You may have your old servant; I have a better one.

NATIONS: Who?

FRANCE: Miss Metric.

SEVERAL NATIONS: Never heard of her.

BELGIUM: I have; and since she is satisfactory to you, I'll hire her, too.

(Goes across stage to right, and is welcomed by Miss M. Several other nations follow. Curtain may drop here to show lapse of time. If the cast is small, all except ENGLAND and U. S. and CREAKY cross at this time.)

FRANCE: Wouldn't it be fine if all the nations would let Creaky go?

BELGIUM: Think of the poor school children in England and the United States—millions of them—and the wasted years they spend in school learning tables, useless tables.

GERMANY: And figuring long problems about them; all unnecessarily.

CHINA: And those common fractions, improper fractions, and vulgar fractions!

JAPAN: What slavery!

CHINA: They need enlightenment; they need missionaries.

FRANCE: It makes me angry when I think of it. Uncle Sam, let me see one of your arithmetics.

(Crosses to left, gets book—a large one—comes down stage and says to audience, showing book:)

No wonder his young men enter college so late in life. Miss Metric, let's see what would be left of this book if the unnecessary stuff were taken out.

(Miss M. tears out stuck-together sections from Fractions, Denominate

Numbers, Aliquot Parts, etc., each having a short problem marked for reading, such as "Express 2 gills and 1 pint as quarts; as gallons." The nations come up and receive these sections, read the problem distinctly to the audience, and wad up the paper and throw it at ENGLAND and the U. S. CREAKY gathers them up and smoothes them out. Instead of problems, the following may be used. 144 sq. in. one sq. ft.; 1728 cu. in.; 231 cu. in.; 62.4 lbs. water; 550 ft.-lbs. sec.; 36 in.; 16½ ft.; 5½ yds.; 9 sq. ft.; 27 cu. ft.; 16 ozs.; 8 qts.; 4 pecks; 32 qts.; 31½ gals.; fathoms, scruples, ounces Av. and Troy. MISS METRIC crosses to left and faces ENGLAND and U. S. appealingly.)

MISS METRIC: For the sake of your *children!*

(ENGLAND and U. S. look at each other sheepishly. Miss M. waits an instant, and then returns sadly and reluctantly.)

JAPAN: John Bull, why don't you come across? You look lonesome.

ENGLAND: I am a *manufacturing* nation, don't you know. Think of the machinery I would have to scrap if I adopted this bally system. My lathes, for instance, are made to cut threads in eighths and sixteenths of an inch.

JAPAN: Yes, and by the addition of *one wheel* having 127 teeth they will cut any metric thread known.

ENGLAND: But I am conservative, don't you know. I can't take up with every new thing that comes along.

FRANCE: How long do you need? It was 125 years ago that I made the change. Fifty-four other nations have ventured since then, and none have gone back.

ENGLAND: But Creaky is an old friend of mine. He was good enough for my grandfather, and his grandfather, and he is good enough for me.

CHINA: I *worship* my ancestors; yet I adopted this system. If you had as much grit as your ancestors, you would adopt it too. Have you ever seen an auto? Have you heard of the radio yet?

ARGENTINE: Uncle Sam, why don't *you* come across? There are many of us who would like to buy your machinery, but if we do, and anything goes wrong with it, we can't get it repaired, since our machine shops use only metric scales and sizes.

U. S. (*haughtily*): If you don't like them the way I make them, you will have to do without.

ARGENTINE: Not when we can get what we want elsewhere.

CHINA: Germany and Japan will supply us; won't you, Japan?

(Nations crowd around GERMANY and JAPAN, asking, "Will you supply me?" and shaking hands. U. S. and ENGLAND do some thinking.)

GERMANY (*to U. S. and England*): Stick to your old system; I will supply the world with what they wish.

U. S. (*to Argentine*): But instead of buying my sugar in 100-pound sacks, I would have to buy forty-five and a long decimal fraction *kilos* of sugar.

ARGENTINE (*bringing forward an empty sulfur sack*): Not at all. You would buy your sugar as you buy your sulfur—in 110-pound sacks holding fifty kilos.

U. S.: But my chickens lay eggs by the dozen; what am I to do about that?

ARGENTINE: You're mistaken, they lay them by ones. *You* are the one who lays them by the dozen, and you could just as easily lay them by tens, hundreds, and thousands. And your boxes of canned goods could be packed in four rows of five in a row as easily as three rows of four in a row.

MISS METRIC: Your *people* are more progressive than you are, Uncle Sam. They are using the metric system in radio, in the Olympic games, in high schools and colleges, in scientific work, and to some extent in manufacturing. The Manufacturers Association of San Francisco petitioned Congress to adopt this system, which is now in use by over ten times as many people as use all other systems combined. They realize that we are losing millions of foreign trade every year by not adopting it. (*Creaky trembles; Miss Metric goes nearer, appealing.*) For the sake of your foreign trade, Uncle Sam, and you, too, John Bull!

ENGLAND: Isn't she a beauty! I say, old chap, I'll adopt her if you will, and we'll make the world 100 per cent metric. (*Creaky collapses.*)

NATIONS: Hooray. (*Embrace one another.*) Now, Uncle, it's up to you. (*A hush.*)

U. S.: All right, John, I'll do it; that is, if I can get Congress to back me.

NATIONS: Congress? Hooray! Hot dog!

(Great rejoicing; surge toward U. S., who motions them to stop, saying:)

U. S.: I forgot. You know the Senate . . .

NATIONS: Oh, the SENATE. Good night!

STUDIES IN PATRIOTISM

By MARY P. DENNY

DECEMBER is the month of deeds and of thankfulness for the great gifts of religion, of country, and of daily life. President Coolidge in a recent great statement has given us his creed of patriotism:

It is as necessary to cherish the unseen things the American flag stands for as to respect the national emblem itself.

Liberty and union, freedom of thought and speech under the rule of reason, and righteousness as expressed in our constitution and laws, the protection of life and property, the continuation of justice in our domestic and foreign relations—these are among the high ideals of which our flag is the visible symbol.

Another has said:

Float the flag o'er every schoolhouse;
Let its rippling folds proclaim
The power of America and her undying fame;
Let it speak of early struggles
And the victories of the past,
As it sways with proud vibrations
From every schoolhouse mast.

The great civic duty of the teacher is the training of the child in character and in patriotism. Daniel Webster said:

If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellow men, we engrave on those tablets something that will brighten to all eternity.

GIFTS

By GUY WINFREY

THE NIGHT was bitter cold,
The snow fell whitely down, and ceased.
The moon crept out from back the clouds
And glittered all the world.

In many a lighted hall, the little fir
Hewn from the mountain side,
Bent low with candles, gifts, and tinsel stars.
The rich man sat and mused upon his gifts . . .
"This diamond stud—is this enough for Blank?
For I may need his influence, to vote his stock,
And this and that, for Thus and So,
Are they enough?" And as he mused, he slept.
To him came Christ, and said
"Gifts? And in My name?
Your betters once for less
I scourged from out the temple walls!
Not gifts are these, but loans, at usury!"
And when the rich man woke
He was not sure if he had only dreamed.

Out where the keen wind piled the drifting snow
In changing heaps, a beggar bent before the blast.
He munched a crust, for hunger gripped him sore.
And as he sought some shelter from the wind
He stumbled on a fallen man, and him he raised
And warmed him in his tattered coat
And shared with him his precious crust,
And helped him to a shelter from the wind.
Then huddled close for warmth, they slept.
And, as they slept, to him also came Christ.
"You hungered, but you shared your crust!
You shivered, but you shared your ragged coat!
Now, THESE be gifts, and your reward is sure!"
And when the beggar woke in cold gray dawn
He was not sure if he had only dreamed.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE Brawley Junior College and the Brawley High School, under Principal C. N. Vance, has forged ahead these last few years until it is an outstanding institution in the Imperial Valley. Brawley, itself, is in the heart of the richest land in the valley and is rapidly becoming one of the best business centers in that district.

The junior college and high school plant as it now exists was completed last year after an expenditure of around \$200,000. The junior college unit was built with desert conditions in mind and is a perfect building for the dry and hot conditions that prevail at the beginning of the school term and at its end. The building is of concrete with cool corridors and has a beautiful library room. The science units are in this structure and are used by both high school and college students.

P. E. Palmer, dean of the junior college, has an enrollment of thirty students; 295 are registered in the high school. One of the new features has been the establishment of a museum of the Imperial Valley locality this last year. The collection is quite varied. It ranges from fossil footprints to huge oyster shells; from petrified wood and butterflies to Indian relics and sea shells.

The shop unit for woodworking and automechanics is new. A large gymnasium fifty by ninety feet is so built that it can be open to the air on three sides. A plunge thirty by ninety feet is used both in winter and summer. In summer it is thrown open to the general public; this pays the cost of operation. The landscaping is most attractive. Most of the ground is in Bermuda grass in broad level lawns. The football field, in Bermuda grass, is one of the best in the valley.

THE EL CENTRO elementary schools, under Superintendent B. M. Gruwell, have increased in the attendance of white children this fall term and decreased in the registration of Mexican pupils. The cause of this condition is that large numbers of the Mexican population have migrated to the San Joaquin Valley on account of the huge cotton plantings there.

Mr. Gruwell has employed three teachers this year to handle the adjustment rooms for retarded children. Pupils are being coached in those things in which they are weak and then thrown again into the regular classroom.

Miss Nora Eppler is in charge of supervision in the five El Centro schools and is starting a fine program. Reading is one of the basic subjects that is being stressed. This last summer Superintendent Gruwell was in charge of the renovation of the Lincoln School, the oldest and first school in El Centro. The building was stuccoed on the outside and painted and renewed on the inside. New lavatories were constructed. A Frigidaire drinking fountain was installed. The ground was landscaped. This building with its gray walls, trimmings in green, is now one of the neatest-looking school buildings in El Centro. No one could tell that the building was originally a wooden structure. The cost of the renovation was \$5640.

F. STANLEY POWLES, for eighteen years principal of an elementary school in Milwaukee, Wis., is head of the Olive Grammar School at Banning. This is Mr. Powles's second year in California. Last year he was in departmental work in the Alhambra city schools. Mr. Powles has specialized in arithmetic teaching and testing and is carrying out an intensive program in his school.

THE CALIPATRIA schools, under Superintendent C. R. Prince, are continuing a steady progress in growth and instruction. The Calipatria schools have withdrawn from the county library and are building up a strong library of their own. Mr. Prince is prominently identified in the business life of his community. He is secretary of the Farm Loan Association.

"MUD HOLIDAYS" are a peculiarity of Imperial Valley. When it rains, the fine silt becomes a sticky mass and dirt roads are

impassable to motor cars. Consequently, when the school busses cannot drive on paved roads or graveled roads, the children stay at home and a holiday is declared. As rain is generally a rare occurrence in the Imperial Valley, in most years the "mud holidays" are a rarity.

C. R. CHANEY, principal of the Sanger High School, is supervising the expenditure of \$198,000 for a new high school unit. This new addition to the present high school structure will house the administrative offices and will consist of twenty classrooms and an auditorium. Architecturally, the new alignment will be very much superior to the present quarters. Four hundred students are registered in the Sanger High School.

E. E. WAHRENBROCK, for several years head of the science department of the Hanford High School, is principal of the Parlier High School this year.

THE REEDLEY Junior College and High School, under Doctor E. W. Hauck, has developed into a strong institution. Buildings and equipment are excellent.

WALTER R. HEPNER, Superintendent of the Fresno city schools, will give several addresses before the Hawaiian Educational Association meeting in Honolulu, December 26, 27, and 28.

MISS FRANCES STOCKBRAND, in charge of the school department of the Merced County Free Library, has visited Yosemite Valley twelve times these last ten months. The Merced County Free Library gives library service to Tuolumne County by contract.

A. L. VINCENT, Superintendent of Ventura city schools, has fifteen hundred children enrolled in four schools. In the Ventura system are three schools of grades one to six and one departmental school for seventh and eighth-grade pupils. The Washington Grammar School building in Ventura is an especially attractive structure. This building was paid for out of a bond issue which had the record of not a dissenting vote cast against it.

MISS EDNA McRAE was appointed to a rural supervisorship in Ventura County by Mrs. Blanche Reynolds, County Superintendent, this school year. Miss McRae entered her new work from the San Diego State Teachers College. She will have charge of one-teacher schools and the Mexican pupils. Miss Alice Davis was appointed attendance officer and welfare worker. Miss Davis is connected with both the probation office and that of the County Superintendent of Schools. Miss Davis was in the same kind of work in Riverside County last year.

JOHN A. BRYSON, for six years principal of the Sutter Creek High School, is now principal of the Carpinteria High School. A program of expansion is being undertaken. A bond campaign for \$100,000 for a new building is under way. The plan is to erect a building with auditorium, science laboratories, and classrooms. A small unit for the new plant has recently been constructed for \$16,000. The Carpinteria High School had a thirty per cent increase in attendance this last semester.

G. A. BOND, District Superintendent of Santa Paula grammar schools, has carried out a distinctive program in education in the Santa Paula schools during the period he has been in charge. The Isabell School, constructed at a cost of \$137,000, is a building in which more than ordinary value has been received for the amount of money expended. The building, solidly constructed, contains twenty-one classrooms, a large music room with stage, a 24-unit kitchen for cooking classes, a

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sewing unit, and a cafeteria. Gas fireplaces installed by the Pemberton Gas Heating Company have proved very satisfactory.

A different touch is the outdoor auditorium between the two wings. The stage is of grass and the edge of the auditorium is hedged with Monterey Cypress. The landscape gardening around this school is most effective.

Mr. Bond has the Mexican problem to deal with in Santa Paula. Forty-six per cent of the twelve hundred students enrolled in the four schools are Mexican. The Mexican problem in Santa Paula is different from that of most places in California. In Santa Paula 85 per cent of the Mexicans own their homes and leave Santa Paula to work in other places, and when the labor is over drift back into Santa Paula. The Canyon School, a two-story brick building, is the main Mexican institution. Contrary to the ordinary opinion, the Mexicans in Santa Paula are thrifty. In fact, in the thrift campaign in the Santa Paula schools, the Mexicans have headed the list. Forty-two teachers are employed in Santa Paula, half of them being in the Isabell School, with a 600-pupil enrollment.

THE ENROLLMENT of the Los Angeles city schools has increased 25,000 this year over that of last year. Students numbering 236,288 are now enrolled. Total enrollment last year in the kindergartens, elementary schools, junior, senior, and evening high schools, was 329,538.

C. J. DU FOUR, formerly Superintendent of Schools of Alameda, now assistant professor of history at the San Diego State Teachers College, was present at the Superintendents' convention.

THE SANTA BARBARA State Teachers College, under President Clarence J. Phelps, is now entering an era of magnificent development. For ten years President Phelps has been building slowly, but now, with more students and new buildings, the college is at the beginning of big things.

The new administration building, constructed at a cost of \$165,000, is architecturally one of the most beautiful in the state. Of Spanish architecture in type, this unit has a three-fold purpose, for it includes the administration offices, an auditorium, and a library. The administration building is so arranged that the entering student, in registration, just follows down the corridor from office to office. Place is made for the president's office, registrar, business manager, health office, newspaper office, and the student body offices.

The main entrance hall has a ceiling in design copied from St. Agatha's Chapel in Barcelona. The auditorium of eight hundred capacity, with its massive beamed ceiling and lanterns of Spanish effect and side corridor approaches, is strikingly planned. The library is on the second floor and is everything a trained librarian could desire. Plenty of light, new library bureau equipment, artistic placement of lamps, and an open-air balcony for study tables are several of the features. In this library suite is a seminar room intended for a Lincoln Library. The books for this room are being purchased by William Wyles, a former member of the Board of Trustees of the college.

The start on a home economics building costing \$175,000, on the other side of the present main building, is scheduled for the immediate future.

Another improvement of outstanding importance has been the purchase of a beautiful site in a near-by canyon for an athletic field and boys' gymnasium. This land for the athletic field is known as the Old Padres Garden and has been farmed by the fathers of the Santa Barbara Mission for the last 140 years. An old rock conduit, which for over a century has brought water from the Padres' dam to the mission, runs through this site.

The Santa Barbara State Teachers College, situated on the hillside above the city of Santa Barbara, with a view of the Santa Barbara Islands, and the broad sweep of the surf of the Pacific Ocean, is ideally located. It is a place for quiet and real study. President Phelps is building a noteworthy institution.

EDUCATIONAL MEETING IN FRESNO

By ESTELLA B. CULP

Elementary School Supervisor, Fresno County

THE California Teachers Association, Central Section, met in Fresno in joint session with the annual institutes of Fresno, Kings, and Madera counties and Fresno City, on November 21, 22, and 23.

The splendid speakers and the perfect organization of the program tended to make this one of the best institutes ever held in this part of the state. Most of the meetings were held in general session, which made it possible for all to hear the excellent addresses that were given along the lines of the most vital educational problems of today. There were, however, the sectional meetings which dealt more closely with the field of education which they represented. The secondary section was directed by Doctor Frank C. Touton, and Doctor Frank W. Thomas was in charge of the elementary section.

William John Cooper, State Superintendent of Public Instruction, explained the reorganization of the State Department of Education, while Miss Helen Heffernan, chief, division of rural education, set forth California's program for improving the rural schools.

Among the inspirational speakers were Nicholas Ricciardi, state chief of city schools; Doctor Montaville Flowers, Doctor Frank W. Thomas, Doctor Frank C. Touton, Roy Cloud, Doctor R. B. Von Kleinsmid, Doctor Walter F. Dexter, and Walter Bachrodt.

One feature of the institute which was very helpful was the splendid display made by the bookmen of the state. The teachers took advantage of this and the room was crowded between sessions with teachers who were eager for the new suggestions which the display afforded.

The three days of institute were very much worth while to all of the two thousand teachers who were in attendance, the teachers reported.

SCRIPPS COLLEGE ENDOWMENT \$750,000

ELLEN BROWNING SCRIPPS, sister of the late Edward W. Scripps, now in her ninety-first year, is the central figure in the opening of Scripps College for Women, the second unit to come under the group plan of Claremont Colleges. Miss Scripps purchased a large tract of land in Claremont which she turned over to Claremont Colleges to be held in trust for Scripps College. In addition to this she provided Scripps College with an endowment of \$500,000 and made a further gift of the first Scripps College building, the Eleanor Joy Toll Residence Hall, which was dedicated October 14 at the time of the inauguration of Doctor Ernest J. Jaqua as the first president of the new college. This latter gift, together with the development of the Scripps College campus, amounts to approximately \$200,000. All told, Scripps College starts out with an endowment, including land held in trust, of three-quarters of a million dollars.

PUBLIC SANITATION

SCHOOL officials everywhere, especially those in rural communities and in the smaller towns not equipped with modern sewage systems, will be interested in the following extracts from an ordinance passed by the Los Angeles County Board of Supervisors on September 26, last. Its provisions are drastic and quite unmistakable.

It shall be unlawful for any person to make, dig, build, repair or maintain any privy, vault, latrine, septic tank, cesspool, or water closet at any point where such person knows that any of the contents of such . . . may tend to injuriously permeate or percolate or flow into any well, reservoir known to such person, or to or into any surface or subterranean spring, stream, or vein of water . . . from which is being pumped or drawn . . . any water supply used for domestic purposes, provided that in no case shall any such vault, etc. . . be constructed or maintained within one hundred feet of any such well, stream, etc.

This entirely prohibits the old-time outhouses and practically every other form of sewage disposal except that of the



Escondido Union High School, where M. W. Perry is principal.

chemical closet, the use of which, however, is becoming quite general throughout California among the country school districts, as well as for summer homes, clubs, camps, etc. The ordinance passed by Los Angeles County will undoubtedly become the model for similar action in other counties in the state.

Chemical treatment of sewage is recommended by the United States health service departments, the California Fish and Game Commission, and the health departments of many of the counties in the state, as the common practice of sewage neglect is becoming recognized as a positive and unmistakable menace to health.

MRS. HELEN G. NELSON was elected this year to the librarianship of the Anaheim elementary schools. Mrs. Nelson was formerly with the State Library and was librarian last year in the Fullerton schools. She is accomplished in story-telling work and does a great deal of that kind of instruction.

THE WHOLE of human history presents unanswerable proof that only through the open and unhampered clash of contrary opinions can truth be found.—Glenn Frank.

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J. H. BRADLEY MODESTO SUPERINTENDENT

By W. M. CULP

J. H. BRADLEY was elected City Superintendent of Modesto city schools this summer. He succeeded W. E. Faught, who for many years past has been developing an excellent school system in Modesto. Mr. Bradley, in his new position at Modesto, hopes to continue the high educational standard that Mr. Faught has maintained. Mr. Faught was elected District Superintendent of the Lindsay schools, which position Mr. Bradley left to accept his new superintendency.

Modesto at the present time has a wide-awake population of around eighteen thousand people. The school population is over three thousand pupils. A four-year high school, an intermediate school, and six primary schools are included in the school system. There is a growing junior college in Modesto under Dean Morris which up to

this year was under the city system. There is a movement on now to make the Modesto Junior College a Stanislaus County project. One hundred and fifty-five teachers are employed in Modesto.

Mr. Bradley is a school man of fifteen years' experience. He is a graduate of Fremont College, Nebraska, and has his M. A. from the University of North Dakota. For ten years Mr. Bradley was in school work in the Dakotas before coming to California. For the last five years he has been District Superintendent of the Lindsay schools. In Lindsay Mr. Bradley made a capable record. He put across a three-year program of renovation of the school plants. The cafeteria was placed on a self-financing basis. The salary schedule for the Lindsay teachers was raised. The fact that twenty-five of the forty Lindsay teachers have been in the system more than four years shows the stability of the teaching force. In the educational program, classroom procedure was the object of improvement. Retardation of pupils was reduced twenty per cent by the establishing of adjustment rooms.

In Modesto Mr. Bradley hopes to work on the improvement of classroom procedure. He is instituting a supervising program to be in the hands of the principals. An educational testing department is to be established. Coöperative part-time classes are to be formed.

Mr. Bradley in his new position is Superintendent of the most prosperous and up-to-date town in the Upper San Joaquin Valley.

VOCATIONAL ASSOCIATION CONVENTION

THE ANNUAL convention of the American Vocational Association will be held this year in Los Angeles, Cal., December 17, 19, and 20. The officers of the association, under the leadership of Doctor Edwin A. Lee, director of the division of vocational education of the University of California, are completing their plans to make this the greatest vocational convention in the history of this country. Both Canada and Mexico have been invited to participate and it will therefore be a truly North American conference. All branches of vocational education will participate—industrial arts, trade and industry, agriculture, commercial, home economics, part-time, rehabilitation, and vocational guidance.

PRACTICAL ART EDUCATION PLAN

ART CLUBS called "Kern County Beautiful" are to be organized in Kern County under the direction of Mrs. Lennice Eyraud, art supervisor. The purpose of the clubs will be to turn school art study into practical use in the home, school, one's clothes, and general environment. Some fifteen thousand rural school children will belong to these clubs.

Each county rural school will organize a club, and this work

has already been undertaken enthusiastically by both teachers and pupils. Each club will be headed by a president, secretary, and art leader. The child most talented in art and craft work will be selected as art leader. The leaders from the various schools will meet with the county art supervisor at stated times for special lessons. The secretary of each club will keep a record of the work accomplished by each member.

As membership in the club is restricted to children who have made an improvement in their home or yard, or at school, the practical art study taught in the school for home furnishings and arrangements will become a part of the child's life, according to Mrs. Eyraud.

STOCKTON AND SAN JOAQUIN COUNTY TEACHERS INSTITUTE

By W. M. CULP

THE STOCKTON and San Joaquin County Joint Teachers Institute, held November 21, 22, and 23, was programmed unusually well by Harry W. Bessac, Superintendent of San Joaquin County schools, and Ansel S. Williams, Superintendent of the City of Stockton schools. Speakers held to the minutes allotted and the meetings did not overlap noon or last far into the evening, nor were speakers kept from their say by the crowding of the program. Such an orderly procedure, it must be admitted, is rare in the majority of institutes.

The meetings were held in the Stockton High School Auditorium, which made an excellent meeting place for the seven hundred teachers in attendance at the sessions. The program held to subjects of general and specific educational interest. Speakers were of California, and while the names of "big Eastern guns" were lacking on the program, the Western talent was eminently satisfactory.

William John Cooper, Director of Public Education for California, spoke on "The Reorganization of the State Department of Education." The speech was a scholarly historical analysis of the causes that have led up to the reorganization movement, and included a statement of what was being accomplished.

Miss Yetta Shoninger of the San Jose State Teachers College gave two addresses, one on "The Public School and Its Social Significance" and the other "Language in the Grades Interpreted."

Roy W. Cloud, executive secretary, C. T. A., in his new address on "Teaching School," gave a heart-to-heart talk in outlining modern educational tendencies.

Professor Hubert Phillips of the Fresno State Teachers College lectured on "International Idealism," a movement with which one agrees in if he stands apart and views all nations from an abstract and historical perspective, but, the speaker pointed out, a question of rancor if one is within one of the nations and wishes the world to accept his national international viewpoint.

Professor Giles M. Ruch of the department of education, University of California, spoke on "Learning and Forgetting."

Doctor John C. Almack, department of education, Stanford University, lectured on "The Nature of American Humor." The address was well received.

Doctor Charles Emil Kany, professor of Spanish, University of California, in his contribution, "A Musical Journey Through Spain," by voice, piano, guitar, and victrola, gave a colorful presentation of his subject.

Professor C. R. Stone lectured on two reading topics, the first "Objectives of a Modern Program of Reading" and the second "How to Solve the Problems of Individual Differences in Reading." As Professor Stone speaks as an authority, close attention was given to his remarks.

Doctor Tully Knowles, president of the College of the Pacific, was heard twice, once on the subject "The Need of Cultural Education" and again on "The New Economics."

Section meetings were well attended. Professor William M. Proctor, school of education, Stanford University, addressed the commercial section on "Curriculum Work as It Relates to Commercial Branches in the High School."

The vocational section heard Professor Edwin A. Less, department of education, University of California, on "Education for Productive Citizenship."

Professor N. P. Neilsen spoke to the physical education section on "State Problems in Physical Education." The general high school section had before them Professor Raymond G. Gettell, University of California, in an address on "The United States in World Politics." Professor M. J. Brickley of the Sacramento Junior College had for his topic in appearing before the evening school section "Place of Cultural Subjects in the Evening School."

A fine impression was made before the high school section by Doctor N. Wing Mah, instructor in political science, University of California, who spoke on "What China Wants."

The music at the institute was well played. The Stockton High School orchestra was directed by Andrew C. Blossom, the Stockton High School chorus by Frank Thornton Smith, and the Lodi Union High School band by Reveda L. Cross. The Lodi Union High School vocal quartet, consisting of Lewis Smithson, Harry Lerza, Emil Lofelbein, and Ruben Bergstahler, was heard in selections.

Among those presiding at the various meetings were Ansel S. Williams, Harry W. Bessac, Laurance Pease, Floyd R. Love, James E. Conklin, Mrs. Emma B. Reese, Amos E. Clark, Miss Josephine Leffler, Mrs. Ruth H. Crittenden, J. C. Cave, Mrs. Grace T. Pearce, Albert W. Lynde, and Verne B. Brown.

THE TULARE CITY SCHOOLS

By W. M. CULP

TULARE COUNTY is rated as the fourth most productive agriculture county in the United States. Tulare City as an integral part of this county is the center of a flourishing community. The city schools of Tulare are in keeping with this material condition surrounding them, and under Superintendent S. J. Brainerd are maintaining a high standard of efficiency.

The school population numbers around 1650 children. In the three grammar schools, the Wilson and Roosevelt elementary schools, and in the central school, seventh and eighth departmental, are enrolled 1100 pupils. The senior high school has 535 students. Sixty-five teachers are in the Tulare city system.

The present fine condition of the city schools is due mainly to the ideas and plans of Mr. Brainerd, who has been in the system for the last nine years—five years as principal of the high school and the last four as City Superintendent. This is Mr. Brainerd's thirteenth year in California, coming here from Michigan.



Central School, Tulare, Cal., before changes were made.



Central School, Tulare, Cal., after changes were made.

As principal of the Tulare Union High School, Mr. Brainerd had charge of the bond issue and the enlargement of that institution to its present capacity.

As City Superintendent, the most outstanding piece of building work was the changing of the Central Grammar School, a brick building erected in 1876, to the modern and artistic looking building which now occupies the same site. This changing of the Central Grammar School building into a modern school building was an accomplishment extraordinary. A bond issue for \$100,000 had been passed. The voters had expressed the desire that the old Central School site be continued in use, and that a street be closed and adjacent property to the west be secured for the school. This was done, and as a result eight acres comprise the school grounds. Time was a consideration, three months being allowed, and a saving of \$20,000 to \$25,000 by utilization of the old plant was a point at issue.

The old roof was torn off, and a rearrangement of the space within the 1876 structure into an administration suite and classrooms was made. Two wings connected by corridors were erected. One wing contains a beautiful small auditorium seating four hundred people and the other wing includes classrooms. The whole plant was designed in the Mediterranean style. A new heating plant and new lavatories were installed. The old building contained eight rooms and no auditorium. The new building includes eleven classrooms, the city schools administration suite, and an auditorium. The work on the building started one week before school ended in June and was finished one week after the opening of schools in September. The capacity of the school is 450.

SONOMA COUNTY ADOPTS UNIT SYSTEM

O. F. STATON, County Superintendent of Schools of Sonoma County, has put into operation in his county this year the unit system of promotion, which takes into consideration the abilities and capacities of the children. The present program was worked out during the last two years by Doctor Raymond Franzen. To accommodate the groups of children according to their ability for continued progress in school, three courses of study have been definitely outlined. They have been designated Course A, Course B, and Course C.

Course B is designed for those children who are not able to complete one grade each year. Course A is for those children capable of doing the minimum work to complete a full grade in one year. Course C is outlined for those capable of doing more work in a year than is required to complete a grade.

To provide the means whereby a teacher may permit children to make slower progress than a grade per year, without repeating work already learned, and to make accelerated progress of more than a grade per year and yet provide for those gifted pupils who should not advance as rapidly as two grades per year, a unit of progress or promotion has been adopted which is approximately one-fourth of a grade's work in all subjects. The courses of study have been built by units of work throughout the eight years' grammar grade course of study.

The adoption of this method of promotion by units, coupled with the change of rapidity at which a child may take the units, by transferring from a group going at the rate of progress outlined in one of the courses to another group going at a different rate of speed as outlined in another course, has given a much more accurate, more elastic, and adaptable method of promotion than was formerly used in the rigid system of eight grades following a single track course, with failure of the grade's promotion at the end of the year.

NEW VOCATIONAL UNIT BUILDING IN KING CITY

By W. M. CULP

THE NEW vocational unit building, just finished at the King City Union High School at a cost of \$50,000, is considered to include the best of shop features and is said to be the finest school shop of its size in California. In getting suggestions for this building, H. O. Williams, the principal of the school, and Neil Forden, president of the Board of Trustees, visited shops in the San Joaquin Valley high schools and picked up ideas that they thought desirable to include in this new unit.

The building is fifty by one hundred and eighty feet, constructed of reinforced concrete and steel. The floor is covered



New vocational unit, King City (Cal.) Union High School.

with Blox-on-End set in asphalt on a concrete floor. Light is abundant with hammered glass windows on all sides. Clear, open vision control of the entire five sections of the unit is achieved by glass partitions within the building.

The units include the mechanical drawing section, the farm mechanics and wood-working department, the tool section, the auto mechanics shop, and a bus compartment that can be turned into additional shop space when needed. All electricity is underground and the batteries of machines are all on one side of the building. Heating is accomplished by forced steam. The same force unit keeps the air cool in summer.

This vocational unit was built out of direct tax and is the first unit of a new plant that is to be constructed from time to time from the same source.

TEACHING CIVIC PATRIOTISM

FOR MANY years the teaching of patriotism to the children in the Seattle (Wash.) elementary and high schools has been the occasion of considerable ceremony each week. Every day the flag is so placed that children entering the building face the flag and salute it before entering their classrooms. Once each week the occasion is a formal one and consists, briefly, as follows:

First: Color bearer enters room carrying the flag. The pupils all rise to their feet and remain standing until the flag leaves the room.

(The color guard is drilled so as to better conduct the ceremony together, entering the room to the tap of a drum or music on a piano. Where there is a trumpeter among the pupils, the assembly is sounded in the hall before the exercises begin.)

Second: Salute the flag. "I pledge allegiance to my flag, and to the republic for which it stands; one nation, indivisible, with liberty and justice for all."

(At the command, "Salute the Flag," the regular army flag salute is given by raising the right hand briskly to the forehead above the right eye, holding it there while the pledge is being given, and then bringing the arm to the side.)

Third: Questions by the teacher, or preferably, by the captain of the color guard and answers by the pupils:

Q. Why do we salute the flag?

A. Because we desire to honor it.

Q. Why do we honor it?

A. Because it stands for liberty, justice, and equal opportunities in life for all those who live under its folds.

Q. How can we best show our devotion to the flag?

A. By becoming law-abiding and patriotic citizens of our country.

Q. Who are the enemies of the flag?

A. All persons who strike at our flag by force of arms or by breaking the laws that have been made to preserve our liberties. Those who sell their votes or buy the votes of others or in any way violate a public trust are even more dangerous enemies than those who would openly fire upon the flag.

Q. What are our duties as citizens?

A. Always to defend the honor of the flag at the ballot box; never to sell our votes or buy the votes of others, or permit the election laws to be broken if within our power to prevent; not to remain silent if we know of dishonesty in public affairs, but to put forth every effort for the punishment of those who are guilty of such crimes; always to remember that first of all we are American citizens whose duty it is to place the welfare of our country above selfish greed or personal ambition.

Fourth: Singing of "America" or "The Star-Spangled Banner."

Fifth: The color bearer and color guard leave the room, after which the pupils take their seats.

(This system of teaching will be made more effective if, from time to time, short explanatory talks are given by the principal or teachers upon such subjects as are in harmony with those touched upon in the ritual. In this way we can make more clear to the pupils the fundamental principles which underlie our government. Some such topics as the following may be used as a basis for emphasizing some of the most important requirements for good citizenship:

1. What our flag stands for.

2. What is government?

3. The necessity for pure government.

4. The ballot box and the place it holds in our government.

5. Some of the laws most necessary to preserve our liberties.

6. Why is it wrong to buy or sell votes?

7. What is a public trust?

8. The necessity for honest elections in our form of government.

9. Define good citizenship.

10. Explain the meaning of patriotism.

Never let the flag trail or lay upon the ground; neither should it be left out over night or displayed outside in stormy weather.

When the flag is passing on parade or review, the spectator, if a man or boy, should uncover and stand, holding head-dress at left shoulder.

Under the same rule, women should stand erect, face colors, and place right hand over heart.

When "The Star-Spangled Banner" is being played or sung, all should arise and stand until the end, facing the musicians or singers.

The flag should never, under any circumstances, be used as a cover for a table, desk, or box, where anything can be placed upon it. The only thing that can, with propriety, be laid on the American flag is the Bible, signifying the submission of the nation to God.

In schools where the foreign population is very great, particular attention is given to the teaching of civic patriotism with very gratifying results.

A HINT FOR TEACHERS OF GEOGRAPHY

TO HELP pupils of a Cincinnati school gain a clear idea of the location of the different countries, their geography teacher has them fashion their own globe on a wire frame covered with cloth. The sphere is suspended from the ceiling of the classroom by a rope and pulley. After maps have been drawn and studied, those of the right size are pasted on the globe, and in a few weeks the entire world is there.—*Popular Mechanics*.

THE NEW RICHMOND HIGH SCHOOL PLANT

By W. M. CULP

A QUARTER of a century ago, W. T. Helms, Superintendent of Richmond schools (still a comparatively young man), became connected with teaching school in Richmond. Twenty-five years ago Richmond was not much of a town. It was rather far removed from San Francisco, Oakland, and even Berkeley. At that time there were no paved highways thronged constantly with thousands of motor cars; there was no huge Standard Oil reduction plant in which oil pumped from wells three hundred miles distant was made into gasoline that is shipped to all ports of the world. There were mud flats and sand wastes, where now are business streets, homes, and factories.

Twenty-five years ago the school population was limited to Mr. Helms and twenty pupils in a school held in the loft of a barn. Now the school enrollment is over six thousand pupils. And it is just the beginning. Bonds for deepening a channel from San Francisco Bay have been carried by a vote of seven to one. Soon the biggest ships in the world can dock at the Richmond wharves. Henry Ford, the genius of Detroit, has decided to erect a huge factory in Richmond that will employ seven thousand people. The north of San Francisco Bay tied to the hinterland by transcontinental railroads and connected to the world by water is in the coming stage.

A fifth of a century ago B. X. Tucker, principal of the Richmond Union High School, established that school with thirty-six pupils. He now has under his care a senior high school of eight hundred students and a junior high school of 1253 pupils.

In the history of education in California, Mr. Helms and Mr. Tucker have a place. For twenty years they have grown with their city. Mr. Helms has built schools, employed teachers, made courses of study, and played a part in the development of the great California Teachers Association. Mr. Tucker has taught school, selected teachers, and has run a high school that has turned out children who have been a credit to themselves and to their city.

Teamwork that has functioned well for twenty years is now reaping the reward of two decades. The new Richmond Union High School plant is the spirit of Richmond made visible through the efforts of Superintendent Helms and Mr. Tucker. This new plant, being erected at a cost of \$600,000, is more than just another school. It is Richmond's belief in the development of itself. The representative school board, consisting of Aubrey Wilson, president; E. M. Downer, C. C. Olney, J. P. Strom, and Doctor W. E. Cunningham, has aided both Superintendent Helms and Mr. Tucker in their desire to make their new high school plant something better than the usual. In the architect, Louis S. Stone, this idea has been implanted.

The new plant is being constructed on a twenty-acre site. In the construction of the commercial department, library, shops, science laboratories, and home economics rooms, a capacity of twenty-four hundred has been kept in mind. In the construction of classrooms sufficient space for fifteen hundred pupils is being allowed for. As needed there will be additions to the present twenty-four classrooms. In the cooking-room the kitchen units are supplied with both gas and electricity. Six laboratories are included for general science, chemistry, physics, and physiology. There is a model cafeteria seating six hundred. The auditorium has a capacity of eighteen hundred people. The stage, thirty-six by thirty feet, is to be fully equipped. A gymnasium with a large playing floor is under construction. Bleachers in the gymnasium seat eighteen hundred. There are excellent boys' and girls' dressing-rooms provided. The main building is of steel frame, class A construction. The gymnasium is steel frame; the rest is class C construction. A stadium and tennis courts are planned. Richmond face brick in Persian rug gives a most pleasing exterior to the plant. Occupancy should occur around the first of next year.

NATURE goes on her way, and all that to us seems an exception is really according to order.—Goethe.

CLASSROOM INSTRUCTION BY RADIO

ANNOUNCEMENT is made by the Oakland Board of Education, Oakland, Cal., that classroom instruction by radio through KGO will be resumed when sufficient equipment in the schools is obtained.

The radio program of experimentation has been carried on in the Oakland public schools during the past three years, the department being the first in the United States to use it. It began under the guidance of Doctor Virgil Dickson, with Henrietta Johnson largely responsible for the general management. At first there were two programs weekly, but as Miss Johnson's time was limited it became necessary to reduce the number of lessons to one every two weeks.

Miss Johnson is the assistant director of the Oakland public schools' bureau of curriculum development, research, and guidance department. In a letter to KGO thanking the General Electric station for its cooperation in the experimentation, she said, in part:

"The experiment has been most worth while and it has been definitely proved that radio instruction is practical and a much-desired program for any school system. We trust that further experimentation may be carried on at a later date."

A series of thirteen health lessons was given over KGO during the fall and spring term of 1926 and 1927 by Elizabeth P. Whitmarsh, assistant director of health education. Six of the Oakland schools, one Berkeley school, and one Petaluma school participated in this experiment. The lessons were twenty minutes in length. Miss Whitmarsh says:

"The results would have been greater had more schools participated in the experiment. In my particular field of instruction this experiment has convinced me that radio does much in stimulating an interest in health habits and arouses an interest in a subject which, having no special time allotment, is often neglected in the program.

"I think it not too ambitious to predict that in the near future instruction by radio will be a standardized department of instruction, guided by a full-time director."

Edgar E. Muller, chairman of the radio committee, enumerates the values of radio instruction as follows:

1. Necessity for thorough preparation on the part of the teacher.
2. Conservation of time. Lessons must begin on time and end on time.
3. Requires concentration on part of pupils. They cannot ask questions, cannot lag, must keep on the alert.
4. Because of the above, it tends to definiteness—one of the necessary factors in life.

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Kindness is a language that even the dumb can speak and the deaf can understand.

I will speak for those who cannot speak for themselves.

Nothing is so kingly as kindness, nothing so royal as truth.

Do an act of kindness every day—it will be your greatest source of happiness.

Do unto others as you would that they should do unto you.

Every day in every way do your kindest deed in the kindest way.

Every living creature has its special work to do in the world.

Do not ear the steel trap, as it is very painful and cruel.

Speak kindly to animals as well as to people.

Cowards are cruel, but the brave love kindness and delight to save.

Love for animals guarantees love for man.

Until you put yourself in their place, you will never know their needs.

Bravest people are the tenderest; loving people are the daring.

—From "The Kind Deeds Messenger," The Latham Foundation Story Service for the Public Schools, Latham Square Building, Oakland, Cal.

The Western Journal of Education

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NEWS AND COMMENTS

By HARR WAGNER

THIS IS the season of great educational gatherings in California. The Southern Section of the C. T. A., with all of its county affiliations, meets in Los Angeles. The meetings will be held from December 19 to 23. Alfred F. Vandegrift has chosen for his general theme "Education for Citizenship." The names of such well-known men as Winship, Thomas, Judd, Harvey, Morgan, Cooper, Wood, Snedden, and Lindley are on the program.

The Bay Section of the C. T. A., Superintendent Walter L. Bachrodt, president, has arranged a general program with many educational slants and a few interesting flares. Among the speakers are:

John C. Almack, associate professor of education, Stanford University; Henry Turner Bailey, director of the Cleveland School of Art; William John Cooper, Superintendent of Public Instruction; Ellwood P. Cumberley, professor of education, Stanford University; Fred Engelhardt, professor of education, University of Minnesota; Helen Heffernan, chief of division of rural education, Sacramento; William J. Long, English specialist, Stamford, Conn.; T. W. MacQuarrie, president of San Jose State Teachers College; Geoffrey F. Morgan, speaker of the Ellison-White Bureau; Chester H. Rowell, lecturer and regent of the University of California; Winfield Scott, lecturer for the California Redwood Association; Sarah M. Sturtevant, associate professor of education, Columbia University; Ralph W. Sweiman, president of Humboldt State Teachers College; F. W. Thomas, president of Fresno State Teachers College; A. L. Threlkeld, Superintendent of Schools, Denver, Colo.; M. Madelene Veverka, kindergarten-primary supervisor of Los Angeles; R. B. Von Kleinsmid, president of University of Southern California; Fredric P. Woellner, associate professor of education, University of California, Southern Branch; Will C. Wood, Superintendent of Banks, State Banking Department.

City and county institutes of the Bay Region will affiliate in these meetings, which will be held December 19 to 23.

ARE YOU in favor of mottoes in schoolrooms? Yes!

At this season of the year, "Peace on Earth, Good Will to Men" should be impressed upon every child. After two thousand years of Christian civilization, children fight, families fight, neighbors fight, citizens fight, and the world continues to fight. Prepared or unprepared, war is with us. It will continue to be with us until "Peace on Earth, Good Will to Men" is in the hearts of the children by prenatal education, as well as pre-school and after school age. The great problem of education is not more money, but more the spirit of Christmas in our lives. Envy, selfishness, prejudices, bigotry, partisanship, jealousy, and egoism are a few of the common traits of humanity that have not been sufficiently eliminated by education. We cannot preach the brotherhood of man to people who have selfishness, envy, bigotry, and jealousy as a part of their muscled brain. Not until we are in tune with the infinite, our five senses passive—dead—can we reach the heights of the Man Who said: "Peace on Earth, Good Will to Men."

H. K. DICKSON and Harry L. Holmes of the Kern County High School, Bakersfield, agricultural department, have made a big contribution to the wealth of the State of California in a book entitled "Practical Horticulture for the Pacific Slope." It is a textbook, but it has great possibilities for everybody or anybody who loves the soil of Mother Earth on the Pacific Slope. The book is published by the Harr Wagner Publishing Company. Price \$2.50, postpaid.

HELEN HEFFERNAN has a tremendous message for our rural schools. One of her great problems is the rural library. There are forty-five million people in the United States without libraries, and forty-two million live in rural communities. This is a statement from the *American Library Association Bulletin*. California, by its splendid county library system, has and is doing a great work. There is, however, still more to do.

ROY CLOUD, executive secretary of the C. T. A., is making changes in the *Sierra Educational News*. There are hundreds of items of personal interest expressed in an impersonal way. He is carrying out the idea that Doctor Burk so frequently expressed, that people read publications for current news, and books for philosophy, history, and pedagogy. In addition to the news feature he gives space to this really excellent poem to Mark Keppel, by Anna W. Delaney of Compton, Cal.:

Firm as a cliff, against whose rockbuilt base
The surges beat, and from whose lofty height
A lighthouse rises, shining thro' the night
To guide the mariner, with steadfast rays
In channels safe, past lurking reef and shoal—
His faith has stood! What tho' the billows roll
Against its foot? The cliff holds, unafraid.
So stands the rock of courage undimmed
Thro' all the years. Let the tide ebb or flow!
It shineth on, the constant, guiding glow
Of faith in good; no wave can quench the light,
Nor cloud can dim, hope in triumphant right,
And loyalty to truth and law obeyed,
And wisdom's torch, held high thro' stormy night.

MARION MCENIRY of the San Francisco *News* recently gave a fine tribute in her feature column, "Sit In, Sister," to Frances E. Raymond and Elizabeth Starbuck Adams of the Gregg Publishing Company. These two women have given the Pacific Coast high standards of business ethics and deserve a special "Merry Christmas" from the WESTERN JOURNAL OF EDUCATION.

THE AMERICAN LIBRARY ASSOCIATION has become a great educational institution. On November 6, in the University Club, Chicago, the association held a meeting to consider various slants of the library problem. President Max Mason said, on "Books and the Technique of Living":

Education in all levels is directed more and more to training students throughout their entire lives to use the intellectual tools which have been gathered for them; to teaching them that their education is not complete, but just beginning; to teaching the habit of reference to books; to teaching that the library habit is the fundamental thing. All the importance of formal educational institutions is of practically infinitesimal value compared with those physical facilities by virtue of which the millions shall change the temper of their thought, shall become more successful as participators in the daily work, shall gain culture instead of empty-minded leisure. Where we (universities) have the hundreds, there are the millions whose state in life—beyond that of toil and bread and butter—must, and always will, center in the storehouses of knowledge—in libraries.

THE NEW Edison School Building, San Francisco, was dedicated recently. It is a model, modern building built to last for many years. It is to the credit of John Reid, the City School Architect, and to the Board of Education that they are building for the future. This large building, artistic, convenient, and adapted to modern school uses, is almost ideal. Mr. Esberg, president of the Board of Education, presided at the formal dedication. A. J. Cloud, Deputy Superintendent; Josephine Saunders, the efficient principal; Charles J. Powers, the Su-

pervisors, and others made speeches. Miss Alice Rose Power, principal of the Washington Irving School and member of the Board of Education, and for fifteen years a primary teacher in this school, was also present at the dedication. The teachers of the school had a fine display of project work in various rooms. Josephine Saunders of the Edison School and her excellent faculty are outstanding in the splendid service they are giving to education.

RUTH THOMPSON, author of "The Modern School Readers," "Type Stories of the World for Little Folk," "Our Neighbors Near and Far," and "Comrades of the Desert," has recently made a contract with the United Press News Service of New York for syndication of her children's stories. M. T. Ross, well-known artist, formerly of Chicago, is doing the illustrating. The San Francisco News has first release of Miss Thompson's stories for children, and features them daily. Miss Thompson, in addition to her other work, is "Aunt Betty" of KGO, General Electric radio station, and assistant editor of the WESTERN JOURNAL OF EDUCATION.

HARPER'S MAGAZINE for December, 1927, has two contributions in the department called "The Lion's Mouth" that will be greatly enjoyed by the critics of the ultra-modern methods of the kindergarten and primary school. The articles are entitled "The Modern School," by Agnes Rogers Hyde, and "The Academy of Foulos," a fable for pedagogs, by Pierre O'Keefe.

THE BOARD OF EDUCATION of Los Angeles City is to be congratulated on its efficient business manager, W. E. Record. It has been our privilege to transact business more or less with several hundred boards of education, but Mr. Record's department has been most efficient, up to date, standardized, and fair.

COLLIER'S WEEKLY for the week of December 5 gives the California Taxpayers Association of Los Angeles high praise for its fairness and accomplishments. A taxpayers' association is all right if its policy is broad and generous. We need more efficiency, strict economy, less waste, and scientific research in the handling of all money contributed by the large and small taxpayers. We need more money for schools, less money for cigarettes, tobacco, chewing gum, neckties, etc. We need more tax money for good roads, good buildings, books, and social service.

J. W. FRICKE, president of C. F. Weber & Co., has a national reputation in the supplying of schools with modern equipment and up-to-date service. He is called East in January to various meetings of the National School Supply Association and coordinate interests. Mr. Fricke has recently recovered from a severe illness, and the Rotary Club of San Francisco gave him an enthusiastic welcome on his return. Mr. Fricke made a brilliant speech, emphasizing the work of the November division of Rotary which has charge of "the crippled children" interests. As chairman, Mr. Fricke directed, from his sickbed, a Thanksgiving dinner and entertainment for the fifty crippled children in the Sunshine School, San Francisco, and received letters of appreciation from the principal, Miss Daly, and her faculty, and numerous letters from the children, showing progress in expression, writing, composition, and courtesy.

PROJECTS IN BISHOP SCHOOLS

ALTON L. HALL, who wrote the metric play published in this issue of the WESTERN JOURNAL OF EDUCATION, worked in conjunction with his students to do this and form a community project. He believes that in this type of work he is interesting both parents and students in the community and has watched the development of interest for the past ten years. He declares that much interest in high school parties and community events is felt in his community.

HAVILAND STEVENSON, TEXTBOOK PUBLISHER, SUCCUMBS

HAVILAND STEVENSON, president of Silver, Burdett & Co., passed away on December 1, 1927, at Arlington, Mass., after an illness of several months.

Mr. Stevenson was born at Aiken, S. C., in 1864, educated at Washington and Lee College and the University of Virginia, practiced law for several years in Florida, and later was connected with the Interstate Commerce Commission, Treasury Department, Immigration Bureau, etc.

Since 1900 he has been associated with Silver, Burdett & Co., and, as president and general manager, has placed this company in the front rank of American textbook publishers. He visited California several times and had many devoted friends who enjoyed his interesting personality.

His passing removes another cultured gentleman who could guide purposefully the destinies of business as a profession, with unfailing kindness, consideration, modesty, appreciation and respect for his competitor, scholarly judgment, and serene and admirable poise.

A HEALTH CREED FOR TEACHERS

THE FOLLOWING health creed has been formulated for teachers by Doctor Florence A. Sherman, assistant medical inspector of schools of the New York State Education Department:

- I believe in a yearly health examination.
- I believe in prompt attention to physical defects found.
- I believe in following carefully personal health directions given at time of examination.
- I believe in embodying and radiating health.
- I believe in practicing daily health habits.
- I believe in being an example in personal hygiene.
- I believe in making health contagious by example and enthusiasm.
- I believe a healthy vital teacher is an index of her school.
- I believe a teacher is largely responsible for the physical, mental, and moral health of her pupils.
- I believe in acquiring and in endeavoring to give to others the health point of view.—*Hygeia*.

LIBRARY DEMONSTRATION SCHOOL

THROUGH a grant of \$35,000, the Carnegie Corporation of New York has made possible the continuance of the Louisiana Demonstration for two years more. The Demonstration, which was primarily scheduled to cover a period of three years, was proving decidedly successful when the Mississippi flood occurred. This naturally has retarded the work of the commission, and in order to carry out the program as originally planned it is necessary to continue the Demonstration over a longer period.

The active work of the Louisiana Commission began in August, 1925, under the direction of Essae Culver. During the first year a location was secured, a collection of books was started, and a survey of the state was made. The parish or county system was adopted and one parish library was established. Reference service to the State Legislature was inaugurated. The legislature passed a new library law and appropriated a small sum to supplement the Carnegie Corporation grant. Members of the commission cooperated in a publicity campaign. A library summer school was opened at the State University with twenty-one students in attendance.

During the second year, two parish library demonstrations were started to show the state how such libraries operate. One was in Richland Parish in the northern part of the state; the other was in Jefferson Davis Parish, where previously a one-mill tax was voted upon and lost by a few votes. Work in the branches of the Richmond Parish Demonstration was interrupted by the flood, but the main library was kept open and people came in boats to get books. The average circulation during this time was sixty books a day. A second summer course was given at the university. Only ten students registered, but this was doubtless due to the flood conditions.

Nearly forty thousand books were circulated by the Commission Library in 1926-27, and over a thousand requests for information were received.

WESTERN SCHOOL NEWS

[NEWS ITEMS for this column are welcome. Send your paragraph on the first of each month, so that it may be published in the current issue and so be timely. News of your schools will interest other educators.—EDITOR.]

SUSAN M. DORSEY has been reelected superintendent of the Los Angeles city schools. Mrs. Dorsey will begin her ninth year as Superintendent and her thirty-second year as educator in the schools of Los Angeles on January 1. Mrs. Dorsey did not seek reelection. She had planned to go abroad for a rest, but instead will continue to hold the reins in the city school system, in the building of which she has been an important factor. Mrs. Dorsey is considered one of the educational leaders of today. Last June she was welcomed by other members of the class of 1877 of Vassar College as the most distinguished member of the class.

JOHN A. SEXON has been employed for a four-year term as Superintendent of Schools, Pasadena, Cal., taking the place of John Franklin West, who will take the position of Deputy Superintendent January 1 after eight years as Superintendent. Mr. Sexon comes from the superintendency of Bisbee, Ariz.

WOMEN teachers of the Pacific Grove High School have formed a club. Miss Mayberry of the high school faculty is president and Mrs. Preston of the grammar schools is secretary-treasurer.

RESIDENTS numbering 250 gathered recently at the new Midlands Schoolhouse to dedicate the structure, which has cost the district \$33,000. County Superintendent E. E. Smith was present and both pupils and teachers took part in the program.

IN A summary of the entire school construction situation resulting from the \$10,000,000 Oakland school bond issue of 1924, Business Manager Don Rice of the Board of Education has compiled a report showing that nearly half of the school buildings of the program are now completed and in service. The summary shows the following situation: Schools completed, thirty-seven in all, or 47.7 per cent of the total. Schools in course of construction, fourteen in all, or 25.9 per

cent of the total. Final plans being prepared for nine schools, or 14.1 per cent.

MRS. LUCILLE CUSHMAN, head of the home economics department of the Hollister High School and Junior College, has been named as committeeman on the National Education Association relationships committee.

THE SEQUOIA TIMES, the newspaper published by the students of Sequoia Union High School, Redwood City, won first prize as the best newspaper in California for schools under one thousand pupils at the annual conference of the California Interscholastic Association held at Stanford University October 28 and 29. This is the third time the publication has won the first award. Additional honor was also accorded the *Times* when it received a first award for having the best makeup, or typographical appearance. Sequoia was second in the number of individual awards secured, Stockton being first. Miss Mauricia Mayer is editor, Lorin Denny is city editor, Ed Coleman is business manager, and Miss Eunice Schmidt is faculty adviser.

THE BOARD OF SUPERVISORS for Shasta County recently ratified the issuance of \$35,000 bonds by the Dunsmuir High School District in Siskiyou County. This ratification was necessary because the Castle Rock and the Sweetbriar districts, which are situated in Shasta County, are included in the Dunsmuir High School District.

OF THE 2630 children under eighteen years of age in Ventura, 1684 are now in school. Of the 946 who are not in school, 890 are under eight years of age and not required by the state law to be enrolled yet. Of the fifty-six who are left, five have been graduated from high school and do not have to go any more. The fifty-one remaining are out because of lack of part-time classes, physical defects, mental defects, or because of work under private tutors. Thirty-five of the fifty-one are out for the last reason, and only three are out of school illegally. This is the gist of the report of the registrars appointed by the County School Superintendent, Mrs. Blanche T. Reynolds.

THERE ARE already four thousand students enrolled in the fourteen junior colleges of Southern California, and that number will be

considerably increased before the end of the school year. In the not distant future these institutions will enroll five thousand students.

MRS. GEORGIA JOHNSON, supervisor of the rural schools of Napa County, explained the status of rural supervision and its objectives in a talk before the trustees at their institute held in Napa this fall.

RESIDENTS of the San Luis Obispo Union High School District paid tribute to education last month when several thousand people attended the cornerstone laying of the new \$365,000 high school.

AT A SPECIAL election in Mission School District, near Soledad last month, the people voted almost unanimously to incur a bonded indebtedness of \$25,000 for a new school building to replace the one recently destroyed by fire.

ATTENDANCE at all schools in Calexico is showing a daily increase, according to facts submitted by the teachers to Professor D. P. Choisser, Superintendent.

DAVID L. CRAWFORD, president of the University of Hawaii, and Mrs. Crawford were visiting in the bay region on their way to attend a national convention of college presidents in the East last month. They were guests of Mr. and Mrs. Vaughan MacCaughy, Berkeley. MacCaughy is editor of the *Sierra Educational News* and was formerly Superintendent of Public Instruction in the Hawaiian Islands.

WORK has recently been commenced on the erection of a group of buildings for the Calaveras Union High School District, San Andreas, Cal.

AT THE CLOSE of the first month of school, all departments of the Corona public schools show an increase in attendance, according to the figures in the office of Glen D. Wight, Superintendent of Schools. In the elementary schools there are 1248 pupils as compared with 1179 of a year ago. In the kindergarten, 99 pupils this year as compared with 82 registered a year ago. In the high school there are 289 scholars, whereas in 1926 there were 262. The total number at the end of the first school month a year ago was 1523. This year it is 1636, showing an increase of 113.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

County Librarians Observe Book Week

THE county librarians gave much publicity to Book Week, had beautiful exhibits of books and posters, promoted a desire for reading by story-telling, and made many talks before schools and organizations. Each year these basic methods are embellished by original and entertaining ideas that are productive of increased reading of more and better literature. Because of limited space only a brief account of these activities can be given.

The children of Thousand Oaks Branch of Alameda County Free Library brought their favorite book from their own libraries to the branch the first day of Book Week. Later in the week they met and told why the books they brought were their favorites. Mrs. Constance Mitchell, a specialist in children's reading, accompanied Miss Mary Barmby, the librarian, to Thousand Oaks Branch, to the Amador High School, and to the Niles Grammar School, and told stories suitable to the ages of the children. At Broadmoor branch she told a group of mothers about some of the outstanding books for children.

Mrs. Alice G. Whitbeck, librarian of Contra Costa County Library, stretched Book Week into Book Month and gave a series of talks which began October 25 and ended December 1. These talks were given at grammar schools, high schools, parent-teacher associations, and women's clubs. They were illustrated and were on the buying of books for children.

The principal observance of Book Week in the Fresno County Free Library was in the main library though some outside branches had displays and story hours. Miss Sarah E. McCardle, librarian, sent a letter to the principal of each school asking the teachers to have their children write about their favorite "Book Chum" found in a library book. The ten best were displayed on the bulletin board at the library and then published in the Sunday edition of the *Fresno Republican*.

The teachers were asked also to encourage the children to obtain a library card and to read one good book during the week. Some of the teachers took their classes to the branch libraries, and the procedure of filling application blanks and selecting books was explained to them.

The El Centro and Brawley libraries took an active interest in Book Week, according to Miss Evalyn Boman, county librarian of Imperial County. Miss Ferris, librarian of the El Centro Public Library; the Women's Club, and the grammar school worked together on a pageant which was put on by the school children at a junior matinee. There were ten characters from the public schools and four from a private kindergarten. The prize offered by the Women's Club for the best characterization was won by a little Mexican boy who posed as a pirate from Treasure Island. The matinee ended with the film "Captain January."

The Inyo County Free Library, through its branch at Independence, had a "library party" for the older grammar school children. Miss Anne Margrave, county librarian, hopes from this library party to develop a book club for the older boys and girls.

At Bakersfield a film was run at the California Theater beginning "There's a book on every subject the silver screen portrays," and showing the Brubaker poster. At the same theater was shown a slide concerning good books for boys and girls at The Book Shop.

A vote regarding what books the boys and girls prefer was held in each Bakersfield school and in the Boys and Girls' branch and the East Bakersfield branch of the Kern County Free Library. Mrs. Julia G. Babcock, county librarian, said there was no censorship whatever, yet the ballots showed the titles voted by the children would do credit to any list of best books for the fifth, sixth, seventh, and eighth grades.

The teachers of the city schools at Hanford came and brought their classes on successive afternoons to the Hanford Public Library and branch of the Kings County Free Library to look over the special displays of new juvenile books which were being exhibited by Miss Marion L. Gregory, librarian of the Kings County Free Library. One afternoon at the local moving picture theater each of the schools put on a brief scene from some book the children had read. The county library made arrangements with the theater management whereby "A Kiss for Cinderella" was given as a free performance for the children.

Miss Carmelita Duff, librarian of the Butte County Free Library, had exceptionally attractive and original exhibits in the display windows at headquarters. Mrs. Nora A. Lacey, custodian of the Durham branch, addressed the Durham Women's Club and illustrated her talk with juvenile literature.

Besides having the usual exhibits, Mrs. Faye K. Russell, librarian of the Glenn County Free Library, gave the community branches and schools the pleasure of hearing stories told by Mrs. Martha Coleman Heffner.

Miss Lenala A. Martin, librarian of the Lassen County Free Library; Miss Florence J. Wheaton, librarian of the San Benito County Free Library, and Miss Edna Holroyd, librarian of the San Mateo County Free Library, exhibited at headquarters most helpful collections of books suitable for Christmas gifts. In each of these libraries the books will remain on exhibit until Christmas.

Miss Anne Bell Bailey, librarian of the Tehama County Free Library, extended Book Week into Book Month. An exhibit of books loaned by Levinson's Book Store was taken to as many of the farm center meetings as possible. The county librarian gave talks on children's books, and Miss Josephine Mur-

MY FIRST NUMBER BOOK

By C. L. Thiele, Supervisor of Exact Sciences, Detroit Public Schools; Irene Sauble, Assistant Superintendent of Exact Sciences, Detroit Public Schools; and Nettie Oglesby, Second Grade Critic Teacher, Roosevelt Elementary School, Detroit Teachers College. Illustrated by Margaret Iannelli, Iannelli Studios, Park Ridge, Illinois.

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ray, rural supervisor of music, sang a group of children's songs at each meeting.

The main undertaking for Book Week of Miss Helen E. Vogleson, librarian of the Los Angeles County Free Library, was the making of ten little display "Rabbit Shelves," so called because the ends were cut to represent the profile of a rabbit. Each shelf held about twenty books, with space above for a poster. The posters were made as varied as possible, so that they might pass from branch to branch. The shelves will remain permanently at the branches. A miniature poster with a message from the Los Angeles County Free Library was given in quantities of twenty-five to fifty to branches where adults were interested in purchasing books. Three talks were given by members of the staff during the week. One was to a senior high school group on "The Spirit of St. Louis Versus the One-Hoss Shay."

Most thorough publicity was given to Book Week by Miss Blanche Galloway, librarian of the Madera County Free Library. Equal thoroughness characterized the observance of Book Week by the town and rural schools. Two books were given by the county library as prizes to one child from the lower grades and one child from the upper grades of the rural schools for the best five suggestions on the care of books. The program for the Women's Improvement Club, as well as all

other club meetings for the week, was in charge of the county library staff. Doctor A. Noel Porter spoke on the influence of reading on the older boys and girls. Monica Shannon, who has written charming "California Fairy Tales," spoke of the importance of fairy tales on a child's life and told some delightful stories. Three of the Merced County Library staff attended the meeting.

At a joint meeting, the officers of the various clubs were asked to bring books which they had read and liked in childhood and to give brief talks about them. Readings given from modern juvenile books presented a strong contrast and resulted in a lively program.

Miss Minette L. Stoddard, librarian of the Merced County Free Library, centered her efforts during Book Week on getting more books to the children and in bringing organizations to the library. Many teachers brought their classes and special times were set aside and special displays made for different organizations, such as the Camp Fire Girls, Boy Scouts, and Parent-Teacher associations. An afternoon for mothers and daughters was succeeded by an evening for fathers and sons.

In the new grammar school auditorium at Quincy a most delightful book play, "The Golden Key," was staged under the direction of Miss Edith Gantt, county librarian, which was followed by a school pageant, "Thanksgiving." The play and pageant included practically every child of school age in the town and the parents and friends were all there. The mothers made most appropriate costumes for the forty-odd characters in the library play. The prize one was a little Christopher Robin with his Winnie-the-Pooh. Every character was good, from Peter Pan to a decrepit little Uncle Remus. A book talk was given on the taste for good reading and the ownership of good books among children. Plumas County children show a growing tendency to choose good literature.

Mrs. Louise Strong, children's librarian of the Riverside Public Library, and the librarian of the city schools of Riverside, united their efforts in giving talks and telling stories. The members of the board of library trustees of the Riverside Public Library were asked to contribute articles for the local newspapers on "My Favorite Book When I Was a Child."

Special displays were made in ten of the branches of the San Bernardino County Free Library by Miss Caroline S. Waters, the librarian. Some of these displays were made for the benefit of women's clubs that were taking up the study of children's books that week.

In Needles, near the Arizona line, and 250 miles from the county free library headquarters, a very special display was made, not only for Book Week, but also to celebrate the opening of the new and enlarged library quarters.

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Lively interest was shown in the seven communities where special book exhibits were made by Miss Eleanor Hitt, librarian of the San Diego County Free Library. These collections, ranging from thirty-five to one hundred new books, were incorporated into the branch libraries after the week was ended.

The Stockton Free Public Library and its county department held an interesting Book Week under the leadership of Miss Ida E. Condit, librarian, assisted by the County School Department, Parent-Teacher Association, Children's Reading Club, and members of the faculty of the College of the Pacific. In

a contest throughout the schools much originality was shown in bookmarks suggestive of the care of books.

A puppet show entitled "The Dream Fairy and the Spider," at the Municipal Baths Branch Library, and the presentation in Stockton of the motion picture, "Paul Revere," were features of the week. In Stockton at the close of Book Week the exhibited books were allowed to be loaned and 531 books were circulated the first day.

In celebration of Book Week, Mrs. Frances B. Linn, librarian of the Santa Barbara Free Public Library, and its county department, suggested that "The Joy of Reading" be the subject of an oral or written lesson and that the slogan of the week in all the schools and libraries should be, "Happy Is the Child With Books." Helpful aids were sent by Mrs. Linn to carry out the idea.

Miss Bessie B. Silverthorn, librarian of the Stanislaus County Free Library, was a member of the Book Week Committee that held a series of book talks in the assembly room of the Elks' Club at Modesto. She gave talks at parent-teacher groups, and by means of the library bulletin, *The Library Log*, sent to the custodians a circular of suggestions for Book Week.

The special feature for Book Week in the Sutter County Free Library was a "Journey to Book Land" under the leadership of the librarian, Miss Frances Burket. Four fascinating places were visited: Fairy Wood, Animal Village, Mystery Mountain, and Adventure Island. It was so realistic that the visitors were lured on by each fanciful setting and held by the attractive display of books.

Book Week Publicity, exhibits, and talks were given as usual by Miss Gretchen Flower, librarian of the Tulare County Free Library.

Mrs. Rosa D. Reardon, librarian of the Tulare Free Public Library and branch of the county library, had a special program for the week. The first day the Women's Club held a flower show. The library and schools co-operated by having a book parade from the schools to the clubhouse, followed by a play, "Children in Book Land." There were one hundred in the parade and a picture of the group was taken in the park.

Preceding the book parade the librarian gave a short talk on "The Vacation Readers' Club," the display of beautiful books in the library, and the story hour. Prizes were given for the best boy and girl character, the best bookshelf, and the best bookplate. The prizes were donated by the library, the Women's Club, and the Parent-Teacher Association.

Besides sending collections of new juvenile books to nine of the county library branches, Miss Nancy Laugenour, librarian of the Yolo County Free Library, placed a large number of juvenile books in the city library and converted the first floor of the county library into an art exhibit. Pictures loaned by the State Library were supplemented by pictures used in the study of art by the grammar schools. Both exhibits were well patronized. Teachers brought their classes to see them, and many requests for books were registered.

The opinion was expressed by Miss Elizabeth R. Topping, librarian of the Ventura County Free Library, that the greatest piece of work the librarian has to do during Book Week is to give advice on book-buying to inquiring parents and friends.

FEATURING the dedication of the new Placer Union High School \$250,000 plant, a huge Armistice Day celebration was held in Auburn. John F. Engle is in his twenty-first consecutive year as principal of the school.



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AMERICA FIRST, One Hundred Stories From Our Own History, by Lawton B. Evans: To begin with, Lawton B. Evans is a superintendent of schools, the kind that understands children and what they like. He has made lively incidents in our history a fascinating story-book. He has given true characters life again for the enjoyment and instruction of future citizens. Stories of the early settlers, of the Indians, of explorers, adventures of men who made history, and tales of localities—all are told with simplicity and truth. The volume, which consists of 447 pages, is interestingly illustrated by Milo Winter; the type is large, and the book is eminently suitable for both schoolroom and library. A saleswoman in one of the San Francisco book stores told the reviewer that the book was one of their best sellers—that it was constantly in demand by parents for their young folk, and by the children themselves. (Milton Bradley Company, 554 Mission Street, San Francisco. Price \$2.50.)

UNDER THESE TREES, The Famous Trees of History, by Grace Humphrey: Here is material for reading and story-telling purposes which correlates with history and special-program demands, such as are created on Arbor Day and in the spring. A few titles of the stories will give an idea of the content: The Fig Tree of the Roman Forum, The Trysting Oak of Robin Hood's Band, Liberty Tree, Boston and the Penn Tree Elm. There are a number of others each equally valuable and interesting. The book is attractive and suitable for upper elementary grade children. (Milton Bradley Company, 554 Mission Street, San Francisco. Price \$1.75.)

TYPEWRITING UNITS, by Elizabeth Starbuck Adams, A.M.: The author was formerly supervisor, State Normal School, Salem, Mass., and instructor School of Commerce, University of California, summer session. The preface of this book is an interesting contribution to educational literature. It places special emphasis on the typewriter as a means of expressing written thought, and its importance as a tool for students in high schools, universities, and especially scientific schools. Credit is given to Mrs. Raymond for urging the compilation of an elementary text built around technical English rather than business forms. The text itself is of so much importance that it should be judged by an expert or by use in the schools. Therefore, send for a copy on examination. (Gregg Publishing Company. Price \$1.)

SHORT STORIES OF FAMOUS MEN, by James J. Reynolds and Mary A. Horn: These short sketches of the lives of great men, from Alexander the Great to Henry Ford, are included in this book which may be used as a silent reader in the upper elementary grades. Each story is introduced by a paragraph which offers further study of the individual story, and each one is accompanied by a pen-and-ink sketch of the hero and is concluded by a

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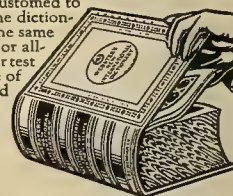
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GUIDEPOSTS TO CITIZENSHIP—Charles Edgar Finch; American Book Company, 121 Second Street, San Francisco.

THINKING, SPEAKING, AND WRITING (Book 1 for seventh grade)—Mabel Holman, Donald Lemen Clark, and Benjamin Veit; Silver, Burdett & Co., 39 Division Street, Newark, N. J.

THINKING, SPEAKING, AND WRITING (Book 2 for eighth grade)—Hallie Lee Jameson, Donald Lemen Clark, and Benjamin Veit; Silver, Burdett & Co., 39 Division Street, Newark, N. J.

THINKING, SPEAKING, AND WRITING (Book 3 for ninth grade)—Edwin Van B. Knickerbocker, Donald Lemen Clark, and Benjamin Veit; Silver, Burdett & Co., 39 Division Street, Newark, N. J.

TEACHING ARITHMETIC IN ELEMENTARY GRADES—Robert Lee Morton; Silver, Burdett & Co., 39 Division Street, Newark, N. J.

TEACHING ARITHMETIC IN PRIMARY GRADES—Robert Lee Morton; Silver, Burdett & Co., 39 Division Street, Newark, N. J.

HISTORY OF THE AMERICAN PEOPLE—David Saville Muzzy; a very complete and interesting book with all modern history and a good index; Ginn & Co., 15 Ashburton Place, Boston, Mass.; \$2.12.

STORIES EAST AND WEST—Lora B. Peck; illustrated by Rhoda Chase; Little, Brown &

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